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ABSTRACT

This book provides a collection of strategies for teaching leadership. It includes the creative use of films, classics, and fiction in teaching leadership; teaching leadership to specific audiences; team teaching and collaboration; and assessing outcomes. Following are the chapter titles and authors: "Blockbuster Leadership: Teaching Leadership Using Film," Troy Nielson, Rajnandini Pillai, and Kathleen Watson; "'Teacher, Tell Me a Story': Using Fiction in the Leadership Classroom," Claudia Cogliser; "All My Best (Leadership) Thoughts Were Stolen by the Ancients," Maria Nathan; "The 'Challenges' of Leadership," Jeff Miles; "On Teaching Gender Differences in Leadership," Susan Stites-Doe; "Teaching Leadership to Executives in the People's Republic of China," Charles M. Vance and Katherine R. Xin; "Transformational Leadership in the U.S. Army," Dong I. Jung and Bruce Avolio; "Team Teaching an MBA Leadership Course," Kevin B. Lowe, Bradley L. Kirkman, and Catherine D. Holderness; "Leadership Development as an Extracurricular Activity," Robert Moorman, Deborah Wells, and Steven Wilwerding; and "The Leadership Acid Test," James C. Spee. Each chapter contains its own set of tables, graphs, charts, rubrics, notes, and references. (WFA)

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Leading Leadership

Innovative Approaches for the 21st Century

Edited by
Rajnandini Pillai and Susan Stites-Doe

Foreword by Bernard M. Bass

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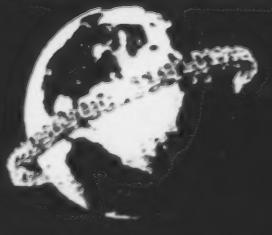

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Innovative Approaches for the 21st Century

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Teaching Leadership: Innovative Approaches for the 21st Century
Edited by: Rajnandini Pillai and Susan Stites-Doe

Teaching Leadership

Innovative Approaches for the 21st Century

Edited by

Rajnandini Pillai
California State University–San Marcos

and

Susan Stites-Doe
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Foreword by
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FOREWORD

Starting in the late 1970s, a new leadership has emerged with the advent of transformational and neocharismatic leadership. These did not replace the exchange theories, theories of participation, and theories of reinforcement that had appeared earlier in the 1950s and 1960s. Rather, they had added to them in understanding effective leader behavior. Leaders had to do more than provide participation, rewards, and avoidance of punishment for followers. They had to move the followers to go beyond their self-interests for the good of the group, organization, or society. Unfortunately, new teaching methods did not keep pace. The case method is going strongly after almost 100 years. Other popular methods such as experiential exercises hark back to the 1940s. So a new book on innovation in teaching leadership and leadership programs is most welcome in 2003.

The book provides a number of innovative strategies for teaching leadership that includes the creative use of film, classics, and fiction. The authors take the reader step by step through the process of teaching leadership with each of these approaches, discussing advantages and providing caveats that should prove very beneficial to those interested in adopting innovative leadership teaching strategies. The concentration on educating women for leadership positions is also timely. Sufficient research is now available to attest that generally. With the greater interest of women in networking, relationships, and caring than in hierarchy, sufficient research is now available to attest that women are somewhat more likely to practice the new leadership than their male counterparts. They are rising in the ranks of business, government, education, the military, politics, and government. Increasingly, the glass ceiling into top management is being shattered.

And more is yet to come. On October 26, 2002, the TV program *60 Minutes* reported that an Ivy League college has had to resort surreptitiously to

an affirmative action program for male applicants to maintain a 50–50 ratio! Otherwise, the entering freshman class, likely future leaders, based on SATs, grades, and merit, would be 70% girls and 30% boys! When the biases are eventually fully lifted, women will become the majority players in formal organizations, including our legislatures, judiciary, and executive branches of government. A section on teaching women leadership seems most appropriate.

Finally, a section on team teaching is fitting as we increase the amount of teamwork now required in organizations and movements. Even polymaths can no longer cover the expertise needed to teach many leadership courses if silos of intellect are to be avoided. Team teaching has come of age. It is reflected in this book and should be a valuable aid for those getting ready to team teach leadership.

—Bernard M. Bass
Distinguished Professor Emeritus
of Management and Director Emeritus
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INTRODUCTION

The fascination with leadership has spawned a multimillion-dollar training industry that boasts as many different approaches to training leaders as there are definitions for the term leadership. James McGregor Burns, one of the eminent leadership scholars of this generation, observed that leadership is one of the most observed and least understood phenomena on earth. In order to address the phenomenal demand for leadership training programs, a number of universities offer leadership courses that fit the traditional lecture mold and focus on the study of leadership rather than on the development and practice of leadership. But, are these courses getting the job done?

We began this project in an attempt to answer that question. Our goal was to provide teachers of leadership innovative alternatives to the standard approaches to teaching leadership. We organized symposia at regional and national conferences and invited proposals on innovative approaches to teaching leaders (e.g., film and fiction), approaches that represented new teaching strategies, approaches that involved team teaching with external faculty, and approaches that targeted specific audiences such as women, the military, and international executives. There were many exciting ideas presented at the symposia and there was such tremendous audience interest in the presentations that we decided to broaden our horizons and reach a larger audience via the creation of a book on innovative approaches to leadership education. Each of the following chapters represents the authors' individual journeys into uncharted territories and the triumphs and failures they experienced as they traversed new terrain. The chapters are organized under several themes: innovative strategies, specific audiences, programmatic approaches, and assessment. We hope that they will provide our readers with new ideas for bringing home the lessons of leadership.

INNOVATIVE STRATEGIES

Troy Nielson, Rajnandini Pillai, and Kathleen Watson describe the use of feature films to teach leadership in undergraduate and graduate business courses. They present the benefits and drawbacks of using films to teach leadership. They go on to discuss teaching and learning objectives for a leadership course that is designed around films. They provide specific examples of popular films (e.g., *Gandhi, Apollo 13*) that they have successfully used to convey important leadership concepts. Their chapter also discusses some of the technical issues that are involved in this approach, such as scene analysis and scene selection and their impact on the learning process. The authors present some data to show how students react to this particular leadership teaching strategy and include a sample syllabus that can be adapted to serve the needs of a specific audience.

In a variation of the theme, Claudia Cogliser makes effective use of fiction to teach leadership. She argues that there are times when even the most well-written case can fall flat and fail to reach students and by doing so fail to achieve the purpose of knowing, understanding, and sense making of leadership. Stories, on the other hand, have the ability to "hook" us in and keep us awake until the wee hours of the morning. Through fiction, she suggests, teachers can foster the imagination and inner life of students and help them develop their own individual expressions of leadership. She details her experiences in the business classroom, using books such as Mario Puzo's *The Godfather* and Michael Shaara's *The Killer Angels* to bring leadership models to life for her students. She reports that her approach has been favorably received by students.

Maria Nathan subscribes to the view that all her best leadership thoughts were stolen by the ancients. Her strategy involves using the classics to teach leadership. She details her experiences teaching an innovative course at a small liberal arts college. The course involves the classics as they apply to fundamental themes, such as "Poverty and Wealth," "The Nature of the Universe," and "Human Nature," among others. Students are expected to learn about leadership by engaging in role playing, through self-assessments, and by examining the ideas propounded several centuries ago by classic writers such as Goethe, Plato, and Aristotle. These ideas are also linked to modern writings on business leadership.

Jeff Miles examines one specific leadership training approach, namely the use of leadership challenge activities. This is particularly timely because of the perceived shortage of programs that develop leadership skills. He defines the concept and describes the underlying assumptions, administrative concerns, and design problems associated with challenge activities. For instance, the public assessment that is involved in challenge activities may result in anxiety, fear, and humiliation for some students. Busy executives

may assign the activity to their staff instead of making time to complete it themselves. The author discusses some of these pitfalls and offers both advice on how to overcome problems and examples of challenge activities for use in leadership training.

SPECIFIC AUDIENCES

In this section, we present chapters that offer some innovative ideas for teaching leadership in specific contexts or designed for specific audiences. In this section we include chapters that deal with leadership education in the realms of gender, international business, and the military. The opening chapter in this section is by Susan Stites-Doe, who describes her experiences teaching a course on Women in Management, a graduate level class that is aimed at developing women leaders and exploring how women lead. She focuses on specific strategies that she uses in this course to create an awareness of the issues that women face in organizations and the unique characteristics that they bring to their role as leaders. She also discusses the best way to use these strategies and the pitfalls that must be avoided in this sensitive area of leadership training.

Next, Charles Vance and Katherine Xin address the challenges of teaching leadership at the executive level in China. The course is taught under the aegis of the China Europe Business School, which is a leading China-based educational institution, and offers an Executive MBA program, ranked 29th in the World's Top 50 EMBA Providers list. The purpose of the leadership course is to provide executive students holding significant leadership positions in state-owned and Western multinationals with exposure to leadership issues and to assist them in their own leadership development. The authors discuss the specifics of their course and also provide suggestions for readers who might wish to adapt the course for other international contexts.

Dong Jung and Bruce Avolio present the results of a study they conducted under near-combat conditions with the Joint Readiness Task Force of the U.S. Army. Their objective was to assess the leadership styles of platoon leaders, the impact of these styles on performance, and to design a training program based on the transformational and transactional leadership approach. They found that platoon leaders in the high-performing units were more likely to be perceived as transformational, which suggests that a transformational leadership training program might benefit potential army leaders. The authors, therefore, go on to present a training program for military personnel based on Bass's transformational leadership module using case studies, 360-degree feedback, and other strategies. The

program has already been successfully offered in large multi-national firms and government agencies around the world.

PROGRAMMMATIC THEMES

The first chapter in this section is by Kevin Lowe, Bradley L. Kirkman, and Catherine D. Holderness, who contend that team teaching is a viable tool for introducing different perspectives and expertise into the classroom. Different teaching styles, lenses, and experiences may serve to reach students with different learning styles and backgrounds. This chapter describes a unique collaboration between the University of North Carolina Greenboro and the Center for Creative Leadership. The authors discuss the structural and procedural mechanisms for integrating internal faculty and external practitioners to deliver a leadership course at the MBA level. The authors present strategies for collaborating on developing the syllabus for such a course, using single, integrated cases and student learning journals.

Robert Moorman, Deborah Wells, and Steven Wilwerding describe the Anna Tyler Waite Leadership Scholars Program at Creighton University, which attempts to balance the need to teach leadership theory in the classroom with the need to provide opportunities for leadership development. While most one-semester leadership courses focus on the study of leadership, this program takes advantage of the four years that undergraduates spend at a university and provides students with continuous opportunities to practice leadership. This is accomplished by organizing the leadership program into four levels, which correspond neatly with four levels in the learning process: exposure, learning, practice, and action. Students are expected to complete one level per year of participation. According to Moorman and colleagues, the program has received favorable reviews from participants, faculty, administrators, and the community.

ASSESSMENT

James Spee's chapter examines measurement issues related to leadership outcome assessment and details how he uses the Emotional Competency Inventory (ECI) and a 360-degree review process on his leadership students. Students are assessed both at the beginning of the program and in the final course on the Masters of Arts in Management program. Sample data is provided to help the reader interpret the feedback from the ECI. Spee also goes on to discuss the use of online tools to collect assessment data and presents the major strengths and weaknesses of this approach.

Finally, he details suggestions for providing effective feedback to the students based on the results of the ECI in order to enable them to write self-directed learning plans with developmental objectives in several competency areas.

—Rajnandini Pillai
and Susan Stites-Doe

part I

INNOVATIVE STRATEGIES

CHAPTER 1

BLOCKBUSTER LEADERSHIP

Teaching Leadership Using Film

Troy Nielson, Rajnandini Pillai and Kathleen Watson
California State University San Marcos

"NASA has never lost an astronaut in space,
and we're sure as hell not going to lose one on my watch!"

"Failure is not an option!"

—Ed Harris, playing Gene Kranz in Apollo 13

Memorable words and images from the film *Apollo 13* showing different facets of leadership that convey some crucial lessons in leadership during crisis are unlike any textbook on the subject. In *Inc.* magazine, Buchanan and Hofman (2000) reported the results of a survey of their readers about films and their impact on the readers' professional lives. Films such as *Norma Rae, Dead Poets Society, It's a Wonderful Life,* and *Glengarry Glen Ross* were among many others that readers identified as having taught them significant lessons in leadership. Films entertain but films can also teach. As Clemens and Wolff (1999) argue, good films teach significant truths about the human condition, revealing how people think and how they act, both of which are extremely important to the successful practice of leadership. Films can provide role models and referents for some of the abstract theo-

Teaching Leadership: Innovative Approaches for the 21st Century, pages 3–30
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ries and concepts taught in leadership and management. Films also enable students to immerse themselves in a story and can be particularly effective at generating an awareness of how societal and organizational issues impact personal and work experiences (Roth, 2001). Using different film scenes serves to show how these concepts can be applied in real-life situations (Champoux, 1999). In sum, we agree with this recent statement: "Cinema's ability to create a unique experience gives it unbeatable power as a teaching tool" (Champoux, 1999, p. 207).

The purpose of this chapter is to describe the use of feature films to teach leadership in undergraduate and graduate business courses. The contributions of this chapter are fourfold. First, we present several benefits while also noting a few drawbacks from using films to teach leadership. Second, we discuss our teaching and learning objectives for a leadership course that uses film as a medium of instruction, and we provide a road map for such an approach based on our experiences. Third, we discuss technical issues with using film in the classroom (e.g., scene selection, scene processing) and how they affect the learning process. Fourth, we provide insight about assessment techniques designed to evaluate effective learning and summarize the results of surveys we conducted to assess learning outcomes in our courses.

WHY USE FILM TO TEACH LEADERSHIP?

Though expanded over the past five years, literature on the use of film as a viable teaching tool in higher education is still rather sparse. A thorough review of the existing literature and our own experiences using film in the classroom suggest the following seven practical benefits (in no particular order of importance) from using film to teach leadership:

1. Learning abstract concepts by depicting observable behaviors.
2. Portraying the historical leadership context.
3. Using humor to introduce sensitive or difficult concepts.
4. Enhancing student interest and an active learning environment.
5. Appealing to multiple senses.
6. Facilitating diversity of learning and learning diversity.
7. Illustrating the complexity of interrelated concepts.

Learning Abstract Concepts

In the field of management and particularly in the area of leadership, the process of linking theory and practice requires translating "buzzwords" into useful frameworks that can be used to solve actual problems (Shaw, Fisher, & Southey, 1999). In contrast to lecture or textbook portrayals, a good feature film transforms abstract concepts into observable behaviors that can be critically analyzed by the student. Harper and Rodgers (1999) argue that films make remote and inanimate ideas much more immediate and compelling. This is supported by the literature on the use of film to learn subjects such as psychology (Fleming, Piedmont, & Hiam, 1990; Paddock, Terranova, & Giles, 2001), political science (Kuzma & Haney, 2001), history (Sturma & MacCallum, 2000), and management and organizational behavior (Champoux, 1999). For these disciplines, "films can transform concepts into quasi-lived experiences" (Kuzma & Haney, 2001, p. 35).

Berger and Pratt (1998) found film facilitated the translation of vague business ethics concepts into useful tools to resolve ethical issues in the workplace. For the study of leadership, film is able to portray a leader's moral code through voluntary choices of action that reflect their value system (English & Steffy, 1997). Watching the enactment of the leader's value system in action, and observing the consequences of those actions, is a more powerful tool than reading about values. Although most instructors try to make concepts "come to life" through references to current events and personal experiences, movies are an effective mechanism to place abstract concepts in a meaningful context.

Historical Context

Learning and understanding leadership is highly dependent on understanding the historical context in which events took place. The typical undergraduate student has less knowledge or recollection of historical events and films are useful bridges to create the "look and feel" of the context. Champoux (1999) suggests that student analysis and discussion of topics such as a woman's role in business can be facilitated by comparing film portrayals from contemporary and earlier time periods. Sturman and MacCallum (2000) used the film *JFK* in an American history course to stimulate learning about the Kennedy era and his assassination. The film *JFK* created controversy about the blending of imaginary scenes with documentary newsreels, which can falsely lead the student to believe the film version is historical reality. However, the students reported more critical analysis of text readings as a result of increased motivation to compare written reports of the era to the film depiction.

The historical context is critical to understanding leadership concepts. English and Steffey (1997) argue that film viewers can respond to leadership behaviors as followers may have emotionally responded within the leader's own time period. Also, a feature-length film can provide a longitudinal scope that captures years or decades of change, increasing understanding of how effective leaders evolve and employ different leadership styles over time.

Humor and Difficult Discussion Topics

Dialogue about potentially sensitive or controversial leadership concepts such as gender and leadership or the dark side of charisma can often be launched with less emotional defensiveness by having students focus on a common cinematic scene. Discussion of such subjects may be more comfortable when the audience views them as scenes from someone else's life. For example, observing how the senior law partner in *Philadelphia* reacts to an employee's HIV illness can set the stage for interesting classroom discussion of problems faced by organizational leaders and their effectiveness in handling controversial workplace issues.

Humor in films is another mechanism to present ideas in a nonthreatening manner. Champoux (2001b) uses the example of the film *Mr. Baseball* to provide a satirical look at several aspects of Japanese culture. In an earlier article, he argued that satire increases information retention because exaggeration, understatement, and pretense are used to focus on the faults of others, and thereby leave an unforgettable image of the concepts portrayed (Champoux, 1999). John Cleese (of Monty Python fame), in an interview in *Fortune* magazine, discusses his philosophy that humor in business training films increases creative thinking (Fisher, 1998). Cleese argues that creativity requires an open mind, and when people laugh it is easier for them to admit new ideas.

Student Interest and Active Learning

Many professors assert that film is a medium widely accepted by students (Champoux, 1999; Harper & Rogers, 1999, Kuzma & Haney, 2001). They provide anecdotal evidence that students find the films "fun" (Kuzma & Haney, 2001), and find films can heighten student interest without sacrificing academic rigor (Proctor & Adler, 1991). Kuzma and Haney (2001) designed a foreign policy course built around the use of film to counteract what they identified as a waning student interest in politics and history.

Among other rationales for the value of film as a learning tool, the use of film facilitates an active learning classroom environment (Kuzma & Haney, 2001). Active learning methods emphasize critical thinking skills that require the student to evaluate evidence from conflicting viewpoints and consider issues from multiple perspectives (Chafee, 1994). The study of leadership requires the student to use critical thinking skills to understand the contingency aspects of leadership theory and practice. Films activate classroom discussion, and in fact, because students are more likely to discuss movies with their friends and family, that discussion often moves beyond the classroom (Sturma & MacCallum, 2000). Film discussions tend to elicit various interpretations, removing the "right answer" constraint often felt when teachers lecture and students listen.

Appeal to Multiple Senses

Because film engages the student from multiple senses, retention of information increases. The more traditional classroom methods of teaching provide verbal stimuli through notes and textbooks, but the combination of the verbal and visual stimuli of film provides a richer learning experience that aids in the retention of information (Banikowski & Mehring, 1999). Paddock and colleagues (2001) believe that film is a very useful mechanism because people convey important relationship messages through paralinguistic (e.g., tone of voice, inflection patterns) and nonverbal (e.g., facial expressions, proximity) behaviors that extend beyond written language content. This is especially important for understanding leader–follower relationships, because what is said verbally can take on new meaning when nonverbal behavior is analyzed simultaneously.

The visual and sound characteristics of film stimulate right-brain activity. English and Steffey (1997) argue that visual images can stimulate emotions and bypass analytical thought. Bluestone (2000) believes films add complexity to student knowledge because visual images and sound intensify the reality of the situation.

Films also evoke more of an emotional response, often through identification with the film characters (Sturma & MacCallum, 2000). Students are vicarious spectators who agonize with and feel empathy for the characters. For the study of leadership, understanding characteristics such as charisma are enhanced by identification with the emotional response of followers. Equally important, changes in follower perceptions of a leader's charisma can be more readily observed by using film. For example, students can discuss what leads Matt Damon, over time, to view Robin Williams as a more charismatic leader in the film *Good Will Hunting*.

Diversity of Learning and Learning Diversity

Film is also expected to benefit students whose learning styles (Kolb, 1981) work less effectively with traditional lecture-based class sessions. Sprau (2001) describes a semester-long project in an undergraduate history course using film, specifically designed around Kolb's (1981) four learning styles.

Kuzma and Haney (2001) found student responses to the question about how successful films were in contextualizing course concepts, to differ among three groups. They differentiated "movie lovers" who linked the films and course readings together very creatively, from "idiosyncratics" whose personal feelings about the topic shaded their rating of the usefulness of the film, from "serious students" who judged movies very harshly and ranked documentaries much higher regardless of quality or content. This individual difference may be particularly relevant for teaching leadership to working professionals in MBA programs, many of whom consider themselves "serious students" and may not consider watching films the best use of class time. It is often helpful to provide an adequate setup related to scene content such that this demanding audience appreciates the relevance of the film scenes.

Bluestone (2000) suggests that women and ethnic minority students may feel marginalized by abstract analysis and objective observation, and feel less connected to events that were not commonly experienced by people of their race and gender. Because films allow students to enter the characters' world, it may enhance student understanding of characters with whom they have little in common. This point is consistent with Champoux's (2001b) observation that films are useful tools for teaching cultural diversity.

Complexity and Interrelated Concepts

Feature films can also show the reality of complex interrelated characteristics rather than the typical textbook separation of concepts. Film portrayals of complex characters and scenarios can facilitate classroom discussion of realistic situations that students will face in their professional careers (Bluestone, 2000). Case studies are often used in business courses in order to present complex, interrelated information. Graham, Pena, and Kocher (1999) used an interesting extension of the case study to analyze cross-functional business issues. They used the film *Other People's Money*, starring Danny de Vito and Gregory Peck, to contrast the takeover artist and the paternalistic leader as a vehicle to teach organizational behavior

and finance issues. They tied together concepts related to the ethical and financial issues of corporate restructuring.

With film the viewers can see the complexity of decision making as characters struggle with conflicting interests and emotions (Kuzma & Haney, in Pollard, 2002). This complexity facilitates critical thinking about complex issues. Berger and Pratt (1998) found that films provided a useful focus for the study of business ethics, giving the student the opportunity to explore gray areas where absolute and nonabsolute values converged. Kuzma and Haney (2001) found the use of film broke the typical lecture dynamic and students took on a more proactive learning role while instructors were "guides on the side."

DISADVANTAGES OF USING FILM

As with all teaching pedagogies, there are potential drawbacks to the use of film. Obviously, using film clips in class takes away time from other activities. The emotional reaction to violent and graphic scenes can distract from the concepts the scenes portray (Champoux, 1999). Students should be warned if scenes are potentially disturbing. For example, students in one of our classes incorporated scenes from the movie *Die Hard* (without prewarning the professor), resulting in a very distressed audience reaction to the terrorist violence, heightened because it was shown a few weeks after the September 11 attacks.

The potential for showing scenes (especially full-length films) with content offensive to some students needs to be emphasized. It is increasingly difficult to find meaningful leadership scenes without at least some level of profane language. While we have found George C. Scott's portrayal of *Patton* very useful for depicting leader behavior, some of the best scenes are heavily laden with profane language. A colleague once chose a full-length film, *Courage Under Fire*, with Meg Ryan and Denzel Washington, as the basis for a take-home essay final. The problem was that this R-rated film was offensive to several of the MBA students whose religious belief system advocated avoiding R- and X-rated films entirely. The professor resolved the situation by giving students the choice of watching an alternative film that would not compromise those students' chosen values. Animated films can also offer an alternative portrayal that may be less offensive. Commonly used films to portray the metamorphosis stage in organizational socialization, such as *Full Metal Jacket*, can be portrayed by less harsh scenes from *Snow White* (Champoux, 2002).

Fact and fiction can confuse history if the student attributes the factual characteristics of a documentary to the Hollywood version of those historical events (Harper & Rogers, 1999). Since the United States dominates the

film industry, it can give rise to Western-centric bias (Kuzma & Haney, 2001). As films grow older, they may perpetuate outdated stereotypes of other nations' cultures. The film *Gung Ho* is an excellent example of this issue related to leadership approaches and organizational culture clashes. However, it also provides the opportunity to explore American stereotypes of other cultures as depicted in American films.

We believe the advantages of using film to teach leadership and other organizational behavior concepts far outweigh the disadvantages. However, the use of film alone is not the basis for its effectiveness, it is how film is integrated with other methods of learning the information. The following sections explore how to use film effectively to increase student learning about leadership.

TEACHING AND LEARNING OBJECTIVES WITH FILM

A well-designed course begins with the identification of clear student learning outcomes. There are several possibilities as these pertain to the use of film in the leadership classroom. The first building block is often foundational knowledge or the understanding of key concepts, facts, principles, and so on, which is communicated, in the case of a course on leadership, through lectures on leadership approaches. For example, one may begin by discussing leadership traits, then move on to leadership styles, situational leadership theories, cutting-edge leadership approaches such as charismatic leadership and finally, current issues in leadership (e.g., team leadership, women and leadership, leading change). Some of these topics were identified by Lowe and Gardner (2000) as being in the list of top 10 issues for leadership practitioners and scholars in the future.

Once this foundational knowledge is gained, students are encouraged to apply it to leadership situations through case discussions drawn from the textbook and through the use of film. It is at this stage that films play a significant role in bridging the gap between theory and application. They vividly help students make the transition from textbook knowledge to application. Students also learn how to work in teams to analyze the film cases. They demonstrate their ability to innovate, design creative presentations, and react to questions about the cases. Students are then taught how to integrate this knowledge, by comparing and contrasting leaders and situations from various films and summarizing the lessons learned through this experience. It is hoped that these lessons will have an impact on their values and teach them how to develop learning into a lifelong process. In the next few sections, we discuss how these teaching objectives are translated into the actual delivery of a course on leadership.

INTEGRATING FILM INTO THE LEADERSHIP COURSE

Traditional management pedagogy often uses case analyses to provide a rich source of cross-disciplinary information for complex analysis. Champoux (1999) argues that films with a solid plot and coherent story work well as a case study, a method that ties theory to practice. The second author has considerable experience using films as leadership cases in courses at the undergraduate and graduate level. She believes that the value of feature films in leadership courses is that students can often relate better to the films' powerful and multidimensional portrayals of good and bad leadership. The four-unit course that she designed is taught in 30 class sessions that meet for four hours over two class periods (a sample course outline is provided in the Appendix). A list of films is provided to the students on the first day of class and they are asked to form teams and select the film that they plan to present and discuss in class as case analyses. Each team is assigned to one film. The rest of the class is expected to have watched the film and thought about the discussion questions before coming to class. In order to encourage students to watch the film outside class, the instructor encourages them to have "blockbuster popcorn" parties and to submit a short written analysis of the key leadership issues in the film. This also motivates students to participate more effectively during class discussion. A good source of leadership cases based on film and the classics that readers may wish to consult is the Hartwick Leadership Institute.

Each film is preceded by a presentation of the relevant leadership model. For instance, a discussion on the film *Gandhi* would be preceded by an intensive discussion of charismatic and transformational leadership and perhaps even cross-cultural leadership. This helps lay the foundation for discussion and provides the foundational knowledge for analyzing the case. Students are also provided with a set of discussion questions to enable them to identify actions taken by Gandhi and think about them using an appropriate leadership framework. Some sample questions are:

1. What strategies did Gandhi use in his struggle against British rule? Were they effective?
2. How would you characterize Gandhi's leadership style?
3. Who are the other leaders that emerged in the film?
4. Can you come up with ways that you can apply Gandhi's ideas to American business?

In class, either the instructor or student teams select specific clips from the film to set the stage for discussion of the leadership themes in the film. Student teams are also encouraged to research the modern history of India and examine the context of Gandhi's nonviolent movement that ultimately

won India her independence from the British. This exercise helps students develop their critical thinking and research skills and learn how to work effectively as a team to design a creative presentation. Indirectly, this process also helps them become better communicators. The instructor provides specific guidelines for grading the presentation that focus on creativity, good communication skills, ability to apply the relevant leadership concepts, and stimulate active class discussion. Often, a leader emerges in the group and this provides the group with an opportunity to analyze the process of leadership emergence in informal groups. This is just one example of the films used in the leadership course. Some of the other great films that have been successfully used in the course are *Apollo 13*, *Saving Private Ryan*, *Remember the Titans* (team leadership), *Elizabeth*, *Norma Rae*, *Courage Under Fire* (women and leadership), *Twelve O'Clock High* (situational leadership), and *Dead Poets Society* (charismatic leadership).

Where possible, film cases are supplemented by relevant books and articles. For instance, in the case of the film *Gandhi*, the book, *Leadership Lessons from the Life of Gandhi*, by Keshavan Nair, is used to illustrate how Gandhi's ideas can be applied to business today. For example, Nair says that the life of Gandhi teaches us to meet our responsibilities before we ask others to meet theirs. This is true for CEOs, department heads, and frontline supervisors alike. The book contains many such gems of business wisdom that business students can take away from the discussion. The instructor has found that an exercise like this helps students apply foundational knowledge to a leadership situation and retain that knowledge in their memories much longer than a standard lecture. Furthermore, the instructor also achieves one of the key learning goals for the course.

A strategy that might enhance the learning experience that has been suggested by Roth (2001) is the use of guest interviewees from the local business community with jobs similar to the ones portrayed in the films. For instance, the head of a nonprofit organization for the film *Gandhi*, a high school teacher or principal for *Dead Poets Society*, a captain in the army for *Saving Private Ryan*, and so on. Students could be asked to generate a list of questions ahead of time that they would then ask the guest relevant to the specific movie and leadership topics associated with it. Other colleagues have suggested additional strategies for enhancing the use of film in the leadership classroom, such as inviting in a drama teacher or film producer to discuss interpretation of scripts and the subtle nuances of powerful leadership scenes. Another idea is to invite a history professor to discuss the historical context of a particular leader such as Gandhi. The underlying premise of all these strategies is to provide students a more holistic learning experience related to the leader and the leader's context.

CRITICAL PRODUCTION DECISIONS

In the previous sections, we described the role of the professor in determining the learning objectives that can be addressed through the use of film. Practical examples were provided of how to integrate film into a leadership course. This section focuses on the ongoing decisions that the professor must make to maximize the effectiveness of using film to teach leadership or any other topic. Keeping with our Hollywood theme, these are the critical production decisions that will ensure a box-office smash (i.e., highly effective course) using film as a teaching tool. We concentrate primarily on two decision categories: scene selection and scene processing. We conclude this section with several examples of follow-up activities that can be assigned to students to help them obtain greater learning from the leadership films.

Scene Selection

Films have a unique power to communicate because they can exaggerate reality. Cinema techniques such as framing shots, use of camera angles, focusing techniques, and use of sound and music can create the "reality" desired by the director (Champoux, 1999). Film can facilitate the study of leadership because these cinema techniques can exaggerate the power of the leader and the effect on followers to emphasize the leader's appeal. The power that films have to help students visualize and vicariously experience leadership makes the selection of appropriate leadership scenes vitally important. Just as actors can only inject so much life into a poorly written script, students can only gain so much from an improperly chosen film scene. At least three major issues must be considered when choosing from among the myriad of possible leadership scenes: scene content, scene length, and audience type.

There are several content factors to consider in choosing either a full-length film or a particular scene for leadership instruction: genre (drama, action/adventure, comedy, etc.), fiction or factually based, color or black and white, and contemporary or classic. However, before discussing these factors, an imperative prerequisite for successful scene selection (say that fast three times!) is that the learning objective(s) be determined. The key decision in scene selection is to determine what leadership theories or concepts are the focus of the scene and to ask the question, "How effectively does the scene illustrate this theory or concept?"

Some other scene characteristics warrant at least minimal comments here. We have found from our experiences and from an e-mail survey of colleagues via the Organizational Behavior Teaching Society online list

that the most frequently cited films used to teach leadership are dramatic in genre and frequently factually based in content (e.g., *Apollo 13, Braveheart, Elizabeth, Glory, Lean on Me).* The advantages of such films is that they heighten audience awareness of the leader's challenges and the common tendency to view leaders as heroic or tragic figures. This emphasis on dramatic scenes does not imply that comedic scenes are ineffective. In fact, we have used humorous scenes from *Toy Story, A League of Their Own,* and the sitcom *Seinfeld* to discuss leadership concepts. However, dramatic images tend to help students recall theories and concepts more effectively in our experience. As discussed earlier, films based on real events (e.g., *JFK, Gandhi*) allow for comparison of film content with other documented sources and lead to more critical thinking of the events portrayed. Even when the outcomes of the film are well known (e.g., *Apollo 13*), students still engage themselves emotionally with the dramatic action of the scenes.

While the overwhelming majority of films we have used in courses are in color, we have shown some film scenes in black and white—*12 Angry Men, Twelve O' Clock High,* and *Young Frankenstein.* Despite being classic films, some students have expressed concern about the production quality of these scenes and in some cases, the slower pace of these films relative to most contemporary films. There are obviously societal trends that influence these reactions to different film types.

Champoux (2001a) has recently advocated the use of animated films to illustrate management concepts. He makes a compelling argument that animated films can provide an even more powerful link between abstract concepts and visual manifestations, because animation allows exaggeration beyond the constraints of live-action films. We have used the animated films *Toy Story* and *A Bug's Life,* which have especially strong scenes depicting team leadership and a leader's accountability to followers.

Scene length needs to be considered but is a less important factor than the other two decisions we describe for scene selection. Most of our scenes are shorter than 10 minutes in duration. Scenes that exceed 10 minutes can still be effective if they are particularly powerful and/or they demonstrate interrelationships between several concepts. Showing full-length films in class has to be evaluated in terms of the tradeoffs of what other activities could be done during class time and the potential for fewer distractions when seen in class compared with watching it outside of class. The length of the class sessions can be problematic for showing entire films in class. Our sessions are usually just under two hours in length and so many films can be viewed completely or almost completely in that time frame. A 50-minute session that happens three days per week becomes more of a challenge for showing full-length films in class. Our best prescription in such a case is to avoid fragmenting the film by showing it in pieces across multiple class sessions. We suggest taking the most relevant

portion of the film and showing that portion in the available time for one class session. If the film needs to be seen in its entirety to understand the leader's behaviors, context, and decisions, then we recommend assigning it for viewing outside of class. An accompanying written analysis of the film can also be assigned to ensure more fully that students actually watch the film.

The final factor in scene selection involves the audience level. As noted earlier, film is a medium widely accepted by students at any educational level. However, differences among students are expected to influence the impact of and satisfaction with the medium. One commonly cited difference among students is their level of experience. Roth (2001) argues that students with significant business experience have an almost intuitive understanding of how business "works." Champoux (1999) states the less experienced student can benefit from the use of film because it increases the reality of the concepts. We believe that consistent with this research and our experiences, undergraduate students typically benefit more from the use of film to teach leadership than MBA students. MBA students, especially if they are executives or full-time working professionals, are very protective of their time spent in class and they expect it to maximize their learning. We have never shown a full-length film in an MBA class, although films have been assigned for viewing outside of class for case analysis purposes. However, the showing of short clips to provide variety and apply concepts in class has been well-accepted.

Scene Processing

Once the critical decision has been made about what film scene to show, the next set of decisions involves how to process the scene in the classroom for the greatest learning and impact. Two decisions are when to introduce the film scene in the particular class session, and what processing techniques to use before, during, and after the film scene to enhance learning from the chosen film.

The decision of when to show a particular scene is not completely arbitrary but conversely, there are no hard and fast guidelines for such a decision. Scene length, time of day, class meeting duration, and the nature of the concepts being illustrated must all be considered. Champoux asserts that film scenes can be shown prior to discussing concepts to give students "a recallable visual image to which they can compare the topics under discussion" (1999, p. 212). He adds that film scenes provided after discussion of theoretical concepts serve as video cases that help improve students' analytical and diagnostic skills. We have found that longer scenes (more than 15 minutes) are best shown toward the beginning of class and are

used to stimulate that class session's key concepts and discussion points. Shorter clips have been found to be particularly effective when shown toward the middle of class sessions. These clips provide variety to the students, and as mentioned earlier in this chapter, they allow students the opportunity to use some different senses. They work especially well immediately before or following a break. Film clips shown before a break usually lead to a higher level of informal discussion of course concepts during the break than would otherwise be the case. Film clips shown after a break help the students to more quickly refocus their attention on the subject matter and this timing takes advantage of students' refreshed mental capacities.

Showing film scenes at the end of a class session can be somewhat problematic. The biggest problem with showing a scene at the end of class is that discussion and analysis of the scene cannot take place while the image is fresh in students' minds. Another challenge is that students often start to pack their bags a little before the end of the class session. This can distract attention from the film and minimize the learning potential of the scene being shown. Despite this downside, there are two good reasons to use film at the end of a class session. One reason is to present a concluding image that is memorable and recaps important aspects of a particular theory. For example, the final few minutes of *Apollo 13* poignantly show key leadership traits of Gene Kranz (played by Ed Harris), the Mission Control leader. A second effective use of film scenes at the end of class is to prepare students for after-class activities. Showing the famous "Houston, we have a problem" scene from *Apollo 13*, ending with the zoom image of Gene Kranz, can set the stage for students to spend time outside of class in an experiential exercise on how they would lead in crisis situations (Champoux, 1999).

The second decision relevant to scene processing is what the instructor does before, during, and after the scene. We have found that when our students use film scenes in team presentations they may lose some of the scene's teaching power because they fail to introduce the film scenes effectively. One common mistake is a failure to provide the relevant background of the scene and, if desired, an emphasis on what aspects of the scene should receive special focus. We find that because of time constraints in many class sessions, it is very easy to take ill-advised shortcuts in describing the scene that will be shown. When using a full-length film or a longer scene, we have found it much more effective from a learning standpoint if a list of guiding questions is provided before showing the film. Examples of these types of questions are provided in the Appendix at the end of the sample syllabus.

Various creative processes can occur during the showing of the film scene. Longer scenes may be interrupted at key moments to highlight particularly emphatic applications of concepts or to elaborate briefly on a sub-

tle nuance that the students may have missed. Repeating scenes is another method that can provide greater learning of complex concepts (Champoux, 1999; Wolensky, 1982). To help students understand the power of both verbal and nonverbal behaviors in leadership, two activities can be done during a film scene. Show the scene first and then briefly discuss the key leadership issues that are illustrated. Then to explore the influence of verbal communication, have the students close their eyes and just listen to the words that are spoken. Observers of film scenes can often find their understanding of spoken messages limited because of the visual distraction of special effects and other visual images. This technique allows students to understand better how leaders articulate their visions and communicate with followers. Nonverbal behaviors can be more fully examined by repeating the scene without the sound. Students then focus more on the facial expressions and body language of the leader, and perhaps even the physical surroundings of the leadership episode.

Finally, it is important to "close" the scene by tying it back effectively to course concepts. Asking students direct, open-ended questions seems to be the most effective approach to stimulate greater reflection and analysis of the film scene with related concepts. As with other experiential exercises, it is essential to process the learning that has occurred while watching the scene. Such discussion might involve the full class or occur in smaller breakout groups, but some form of debriefing following the scene must take place. Otherwise, we have observed that the experience carries more entertainment than educational value.

Learning Assignments

Several types of assignments can accompany the use of film in the classroom to help students learn leadership theories and diagnose effective leadership in themselves and others. We offer only a few examples here.

Film review. As a comprehensive exercise to assess how well students can analyze and apply diverse leadership theories, a film review can be used. The instructor should provide a reasonably small list of feature films that effectively portray several leadership theories and concepts. Each student selects one of the films and watches it outside of class. The deliverable is a written paper that contains the student's evaluation of the film leader's effectiveness, demonstrated by applying leadership theories to specific film events, behaviors, quotes, and images.

Compare and contrast. Several variations of this exercise exist, but the underlying principle is to select two different leadership scenes, show them, and then require that students compare and contrast the leaders based upon some particular leadership theory. One option with this exer-

cise is to compare two different leaders in a similar context, such as Captain Miller (*Saving Private Ryan*) and General Patton (*Patton*) in World War II settings. Trait theory, behavioral theory, or situational leadership theory could be used as the comparison theory in this leadership case. To discuss women in leadership, this exercise could be done with scenes from *Elizabeth* and *Courage Under Fire*. The two leaders, Queen Elizabeth and Captain Karen Waldron, exhibit their leadership capabilities in very different contexts, making for a rich discussion for comparing and contrasting effective leadership by females in male-dominated organizations. Another variation of this exercise is to show scenes of the same leader but with diverse sets of followers and over some period of time. Principal Joe Clark, the main character in the film *Lean on Me*, provides a good compare and contrast opportunity in his initial meetings with his faculty and staff (one set of followers) and his first assembly with his high school students (a second set of followers). It is further instructive how he needs to adapt his leadership approach later in the film as follower characteristics change.

What if. The purpose of this exercise is to present a film scene that leads up to a tough leadership decision. Students can then role play in class different courses of action that the leader may take given the context portrayed in the film. They can also write an analysis of how they would act in that leader's role, using leadership concepts and other readings to support their chosen approach. The film *Apollo 13* provides several of these "What if you were the leader?" opportunities.

Leadership team presentation. Students can be organized in teams and make presentations focused on a particular leadership theory. A requirement of the presentation can include use of a film scene so that students better understand how to use film as a learning tool. They subsequently incorporate more critical thinking in analyzing other films shown in class. Specifics for using team presentations are found in the sample syllabus at the end of this chapter.

Essay exam. A film can provide the context for students' knowledge of and ability to apply leadership concepts to be tested. This can be done as either a take-home portion of an exam or as part of a regular in-class exam. An example of such a question that one of us has used is:

> Apply any *two* of the leadership theories we have discussed to analyze the leadership effectiveness of either Gene Kranz (Ed Harris) or Jim Lovell (Tom Hanks). Based upon your improved leadership wisdom, suggest *one* thing that leader could have done better.

AND THE OSCAR GOES TO...

It is difficult to assess the direct effects of the use of film on student learning because the films are used in the context of other readings and discussion. In fact, much of the literature on the use of film to enhance study learning relies on anecdotal evidence of its effectiveness. Instructors self-report that students show an increase in communication skills (speaking, writing, and listening) as the course proceeds (Kuzma & Haney, 2001). Students self-report that films motivate them to examine the issues in greater depth, and report that they feel more emotionally involved with the course material (Bluestone, 2000). Student comments also indicate that it is "helpful" to see real-life applications of the topics under study (Graham et al., 1999).

Other systematic assessment asked students to rate, on course evaluations, the degree to which the films were "interesting," "entertaining," and "illustrative of chosen theoretical concepts" (Paddock et al., 2001), that "films made them think more realistically about the issues discussed in class" (Bluestone, 2000), that there were "many opportunities for questions and discussion" (Fleming, Piedmont & Hiam, 1990), and their satisfaction that "films encouraged class discussion" (Toman & Rak, 2000). In all cases, the numerical data indicated high ratings.

Other types of assessment focused on the quality of student assignments. Kuzma and Haney (2001) reported that the students produced excellent papers that went far beyond instructor expectations. Roth (2001) used examinations and student written work to assess content mastery, and Pollard (2002) inferred from the quality of student papers that the films increased student ability to understand course content at multiple levels. Assessment of critical thinking skills and mastery of course content, as reflected in graded course assignments, can also provide evidence of the effectiveness of including films. However, it is difficult to separate whether the learning comes from the assignment alone, or from the film as a catalyst for thinking about the assignment.

Assessment of pre- and post-test knowledge of the course subject content has been used to ascertain whether the use of film enhances student learning. Kuzma and Haney (2001) report far superior post-survey answers on basic issues, actors, and processes related to foreign policy when compared to the pre-survey. Sturma and MacCallum (2000) found student factual knowledge about the Kennedy assassination was higher on the post-questionnaire given a week after screening the film *JFK* when compared with the pre-questionnaire level of knowledge. Of course, we would expect learning about the course content to increase over the semester. Again, it is difficult to isolate the film effects versus effects due to readings, lecture, discussion, and assignments.

A more comprehensive model for assessing the effectiveness of film for learning concepts of organizational behavior, and more specifically, leadership is needed. Shaw and colleagues (1999) argue that the most widely used design to evaluate innovations in teaching organizational behavior are the weakest: a one-shot, post-test-only design without a control group. They suggest that innovative methods of teaching organizational behavior must be assessed in terms of both the change in knowledge and the skills related to these managerial competencies. They compared the lecture/tutorial method at one university to an experiential, problem-based learning method at another university. Although they were not assessing the use of film, their research design could be adapted to better measure the effectiveness of film as a teaching pedagogy. Pre- and post-test self-report measures of managerial competencies, with measurement controls for gender, age, nationality, and work experience, were used to compare the lecture versus experiential methods. They also measured student self-reports of pre-course competency retrospectively at the end of the training to control for beta-change. Beta-change is the cognitive redefinition of the rating scale due to the training. For example, in measuring leadership competencies, the student may rate their competency as average on the pre-test, but over the course of learning about leadership, their expanded knowledge makes them aware of the limits of their information. In an earlier study by Dickenson, Fisher, Shaw and Southey (1995), they found most students overestimated their initial knowledge and skills on the pre-test, concluding that the retrospective measure was a more accurate measure for comparison to the post-test.

Building on their work, the ideal design for assessment of the value of film as a teaching tool to learn leadership would be pre- and retrospective measures of leadership knowledge and competencies, controlling for individual differences, comparing a film-based leadership course with a more standard delivery of the same course material. In the ideal measurement world, the same instructor would teach the courses, and measures of leadership knowledge and competencies would be self-report, cross-validated by relevant observers. This ideal measurement is impractical, but we should attempt to build elements of the design into future course assessments.

THE CRITICS RESPOND

To further assess the advantages and disadvantages of using film to teach leadership, we went straight to our critics—our students. We asked students in four different courses to complete a brief survey about their opinions concerning the use of film to teach leadership and management concepts. Table 1.1 provides the descriptive results of the survey.

Table 1.1. Students' Assesment of Using Film to Teach Leadership

Item	*TOTAL (N=96)* *Mean*	*sd*	*UGRAD (N=58)* *Mean*	*sd*	*MBA (N=38)* *Mean*	*sd*
Films aided in my recall of leadership theories.	5.97	1.23	6.22	0.94	5.58	1.50
Films helped me understand leadership theories better than just a textbook.	6.03	1.29	6.31	0.90	5.61	1.64
I was motivated to learn more about leadership because of *Films*.	5.61	1.34	5.81	1.21	5.32	1.49
Films helped me apply abstract theoretical concepts to real-life situations.	5.91	1.21	6.10	0.97	5.61	1.46
I became emotionally engaged when I watched the *films* chosen for this class.	5.73	1.37	5.86	1.28	5.53	1.50
I feel that *Films* helped me organize information (because of their plots) so I could understand the connection of leadership theories to experiences in my own life.	5.51	1.33	5.81	1.16	5.03	1.44
I prefer *Film cases* over traditional business cases.	5.54	1.50	5.93	1.20	4.95	1.72
I was satisfied with using *Films* in my leadership class for case discussion.	6.09	1.22	6.42	0.86	5.57	1.50
I would like questions and examples drawn from *Films* for my exam.	5.22	1.72	5.72	1.62	4.45	1.61

Note: All Items were scored on a 7-point Likert scale, with 1 = stongly disagree and 7 = strongly agree as the scale anchors

As the results show, students at all levels reported a high level of satisfaction with the use of film to teach leadership concepts. Even the lowest item (film questions on course exams) was a 5.22 on the 7-point scale. However, the results also demonstrate with equal clarity that undergraduates were considerably more satisfied with the use of film than were MBA students. We are uncertain whether these differences suggest generational and societal differences, differences in levels of business and leadership experience, or simply that MBA students tend to be more critical in their assessments of all program-related issues. Students were also asked to pro-

vide open-ended comments about the use of film in the classroom. The following are some of their thoughts (we only present a few representative comments):

- "Clips of films do help relate concepts to real-life scenarios."
- "When asked a question related to a concept seen in a video clip, it comes to mind easily."
- "Films helped me stay awake in class."
- "Using film clips makes the material more interesting; therefore, I was inclined to pay more attention."
- "I think they are a great teaching tool."
- "I am a very visual learner. Films helped me learn the leadership models."
- "*Saving Private Ryan* and *Remember the Titans* were good. *Twelve O'Clock High* was outdated and boring to watch."
- "The movies are a great supplement to the text but we should not be tested on it." (This sentiment was prevalent among the students surveyed).

Although the sample is small, it is clear that the majority of students surveyed feel that films help them retain the concepts taught in class and serve as an excellent supplement to the traditional lectures and case discussions. We hope that our experiences using film to teach leadership, as outlined in this chapter, will spur others to use this strategy to engage the students in a multimedia learning adventure.

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APPENDIX
SYLLABUS FOR LEADERSHIP IN ORGANIZATIONS

Dr. Raj Pillai

Course Objectives

This course focuses on understanding leadership and its implications for motivation in organizations. I have to emphasize at the outset, however, that this is a complicated and often elusive topic that has fascinated people through the ages. The successes and failures of groups and organizations throughout history have been attributed (sometimes incorrectly) to leadership. There are more than 10,000 studies on the subject attesting to the perceived importance of leadership in our lives. Our mission this semester to have each one of you come away with a basic understanding of the theory and practice of leadership and explore ways in which our own leadership skills can be enhanced. I hope this will lay the foundation for your future growth and development as managers and leaders.

Texts

Leadership Theory and Practice, Second Edition by Peter G. Northouse. Thousand Oaks, CA: Sage Publications, 2000.

Interpersonal Skills for Leadership by Susan Fritz, F. William Brown, Joyce Povlacs Lunde, and Elizabeth A. Banset, Prentice-Hall, 1999.

Session Formats

Lectures, class discussions, case analyses, videos, guest speakers.

Grading Philosophy

While I greatly value and appreciate effort as an important precursor to learning, please understand that true learning is manifested by how well you communicate (verbally and in writing) what you have learned. That is what I plan to reward. I have great expectations for your performance in class. If I reward mediocre performance with good grades, I reinforce your efforts to just get by. As you are only too aware, that is not the reality of the working world, where performance is measured in large part on your ability to deliver the work product or service and communicate effectively.

Evaluation

Test 1	20 points
Test 2	20 points
Final Report (Individual)	20 points
Group Film Case Analysis	20 points
Participation	20 points
TOTAL	100 points

Final grades are based on a percentage of the total number of points: 100–90% = A, 89–80% = B, 79–70% = C, 69–60% = D, < 60% = F

The tests will include short-answer and multiple-choice questions based on the chapters and the readings. The finals will consist of a report to be submitted on the last day of class. See below for more specifics on the report.

No "make-ups" of any kind will be available except in cases where there is a verifiable medical emergency. If you miss class, you are responsible for the material that you missed.

Final Report

Each of you will be responsible for finding and reading a popular press book on leadership or a leader (e.g., *Principle Centered Leadership, Jesus as CEO, Churchill on Leadership*). In addition, you will be expected to write a brief report (not exceeding 6 typed pages double-spaced, 12-point font, and 1-inch margins). The report will cover a brief summary of the book, what you found interesting about the book, and how you think it relates to leadership concepts covered in the course. Furthermore, the report will serve as your critique with regard to its usefulness in helping improve leadership practice. The written report is due on or before the last day of class.

One of the many ways that you can find a suitable book is to visit a large book store and browse around in the business books section. Another useful source for lists of books on various subjects is the Internet (e.g., the websites of Barnes and Noble or Amazon.com).

University Writing Requirement

CSUSM has established a 2,500-word writing requirement for each course. To meet this requirement, each student in this course will complete the writing assignments described in this course outline.

General Case Analyses

We will be making extensive use of cases in this course. After discussing a leadership approach in the Northouse text, the class will break up into groups to analyze the cases in each chapter. Students are expected to have read the cases before coming to class. General guidelines for case analyses are appended below:

1. Read the case quickly to get a very general idea of the key issues.
2. Then read it very carefully, underlining or marking important facts and phrases as you go along. Try and put yourself in the position of the key people (especially the leaders) in the case.
3. Write down what you think are the main issues in the case. Read between the lines to understand the opinions and attitudes of the individuals portrayed in the case.

4. Do not hesitate to make some reasonable assumptions if specific data are not available. But please be sure to state it in your analysis. At this stage, you have identified the problem and you are developing a clear statement of your analysis of the situation, which also includes an examination of alternatives. How could the situation have been handled differently? Which leadership model is most appropriate? The questions that follow the cases in the Northouse text should help you with your analysis.
5. Your analysis is the most critical step in case preparation. Your recommendations will follow directly from your analysis. Develop a set of recommendations that supports your analysis after examining the pros and cons of each alternative.

Note: There may not be a single "right" answer to a business problem. You will learn best if you recognize and appreciate this simple truth and are willing to engage in a vigorous discussion of the issues with fellow group members and classmates.

Group Film Case Analyses

We will also be discussing leadership using the medium of film. The film cases that I have included are to be found in the attached class schedule. The questions for these cases are to be found in the Appendix, which is attached to this course syllabus. You may wish to add your own. Please ensure that you watch the film and take proper notes before coming to class. On the scheduled date, each group will be expected to present their analysis to the class using film clips to argue their points of view. Each group will also be expected to submit a report to the instructor, which contains (a) a brief summary of the film, (b) a response to the questions for the film case using leadership concepts from the course, and (c) any other comments on the leadership issues that emerged in the case. These reports should not exceed 6 typed pages double-spaced with a 12-point font and 1-inch margins all around (excluding references). They are due on the date that the cases are scheduled for presentation. The rest of the class is expected to participate fully in the discussions. Please plan about 1 hour for each presentation.

Mini Film Case Analysis

Each student is expected to submit a 1- to 2-page typewritten analysis of leadership issues in the film on the date that the film is scheduled for discussion (feel free to use the questions in this course outline). Students are required to submit these analyses for a minimum of six films during the course of the semester. This assignment is designed to encourage strong class participation during the presentations and to improve students' criti-

cal thinking skills in the leadership arena. It has proved to be very useful in the past and is intended to help students enhance their participation grade.

Academic Dishonesty

Students who do not conduct themselves in conformity with the highest standards of academic honesty will be disciplined in accordance with the general rules and guidelines of the College of Business Administration and California State University. This includes lowering grades or failing affected students on exams, cases, or the course as a whole. Furthermore, students whose classroom behavior is judged by the instructor to be disruptive to the learning environment may have their final course grades lowered by as much as two letter grades (at the discretion of the instructor).

Class Schedule

Date	*Chapter*	*Exercises*
Session 1	Introduction (Northouse)	Page 13 Skills Book*
Session 2	2 (Northouse)	Chapter 2 Cases
Session 3	Chapter 3 Skills Book (Nonverbal communication)	
Session 4	3 (Northouse)	Chapter 3 Cases
Session 5	*Dead Poet's Society* Film Case Discussion (FCD)	
Session 6	Chapter 5 Skills Book	Ben's Dilemma
Session 7	Chapter 8 Skills Book	Time Management
Session 8	4 (Northouse)	Chapter 4 Cases
Session 9	*The Godfather* (FCD)	Pat Howard Role Play
Session 10	6 (Northouse)	
Session 11	*Twelve O'Clock High* (FCD)	
Session 12	*Gandhi* (FCD), Review	
Session 13	TEST 1	
Session 14	Guest Speaker	
Session 15	7 (Northouse)	Chapter 7 Cases
Session 16	8 (Northouse)	Chapter 8 Cases
Session 17	Guest Speaker	
Session 18	9 (Northouse)	Chapter 9 Cases
Session 19	Team-Building Survival Exercise	
Session 20	*Apollo 13* (FCD)	Chapter 11 Cases
Session 21	*Remember the Titans* (FCD)	

Class Schedule (Cont.)

Date	*Chapter*	*Exercises*
Session 22	*Saving Private Ryan* (FCD)	
Session 23	11 (Northouse)	Chapter 11 Cases
Session 24	*Courage Under Fire* (FCD)	
Session 25	*Elizabeth* (FCD)	
Session 26	12 (Northouse)	Chapter 12 Cases
Session 27	Chapter 13 Skills Book*	Practices using
Session 28	TEST 2	
Sessions 29 and 30	Course Wrap-Up	Book Reports Due!

* Indicates the Interpersonal Skills for Leadership Book

Sample film case questions provided in the appendix to the syllabus:

Remember the Titans

1. What leadership traits, styles, and behaviors did Coach Boone display?
2. What leadership traits, styles, and behaviors did Coach Yoast display?
3. Who was a more effective leader: Coach Boone or Coast Yoast or both?
4. Discuss the challenges that each coach faced in the context of race relations during the period in which the movie is set.
5. Find an example of a minority business leader today and profile his leadership qualities.

The Godfather

1. Give examples of leadership roles played by the Godfather and his three sons.
2. What were the reasons for the Godfather's success? For Sonny's failure?
3. Why did Michael emerge as the heir to the Godfather?
4. Was Michael a born leader? Why or why not?
5. How does the Mafia exert power and influence? Give some examples of their tactics.

Elizabeth

1. Which leadership traits does Elizabeth possess?
2. Trace the evolution of her leadership through the film (from girlhood to womanhood), providing appropriate examples.

3. Is Queen Elizabeth a transactional or transformational leader?
4. Does being a woman help or hinder her in exercising her leadership skills? Can her tactics be successful in business today? Find examples of woman CEOs today. Does anyone remind you of Elizabeth?
5. Who are the other leaders that emerge in the film?

Cited Films

Film	*Release Date*	*Distributor*
12 Angry Men	1957	United Artist
A Bug's Life	1998	Pixar Animation Studios
A League of Their Own	1992	Columbia Pictures
Apollo 13	1995	MCA/Universal Pictures
Braveheart	1995	20th Century Fox Film Corporation
Courage Under Fire	1996	20th Century Fox Film Corporation
Dead Poets Society	1989	Buena Vista Pictures
Die Hard	1988	20th Century Fox Film Corporation
Elizabeth	1998	20th Century Fox Film Corporation
Full Metal Jacket	1987	Warner Bros.
Gandhi	1982	Columbia Pictures
Glengarry Glen Ross	1992	New Line Cinema
Glory	1989	Columbia TriStar
Good Will Hunting	1997	Miramax Films
Gung Ho	1986	Paramount Pictures
It's a Wonderful Life	1946	RKO Radio Pictures Inc.
JFK	1991	Warner Bros.
Lean on Me	1989	Warner Bros.
Mr. Baseball	1992	Universal Pictures
Norma Rae	1979	20th Century Fox Film Corporation
Other People's Money	1991	Warner Bros.
Patton	1970	20th Century Fox Film Corporation
Philadelphia	1993	TriStar Pictures
Remember the Titans	2000	Buena Vista Pictures
Saving Private Ryan	1998	Paramount Pictures
Snow White	1937	RKO Radio Pictures Inc.
Toy Story	1995	Buena Vista Pictures
Twelve O'Clock High	1949	20th Century Fox Film Corporation
Young Frankenstein	1974	20th Century Fox Film Corporation

CHAPTER 2

"TEACHER, TELL ME A STORY"

Using Fiction in the Leadership Classroom

Claudia C. Cogliser
University of Oklahoma

Reading is the sole means by which we slip, involuntarily, often helplessly, into another's skin, another's voice, another's soul.

—Joyce Carol Oates

To understand the mechanisms of fiction demands, first of all, that we dismiss the prejudice that fiction is opposed to truth. Not only is fiction not opposed to truth, but it is in fact a way of finding truth.

—Alvarez & Merchan (1992, p. 30)

Because of the increasing diversity in our business school classrooms, more faculty are turning to nontraditional methods (French & Grey, 1996), considering the lecture format for course delivery to be outmoded (Birk, 1997; Rubenstein, 1983). Other methods such as case analyses, experiential activities, and active learning processes have been suggested to lead to more effective learning outcomes for our students (DeBerry, 1998), particularly

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when skill acquisition is the goal of the course rather than merely knowledge delivery (Lundberg, 1994).

CASE STUDIES IN THE CLASSROOM

Probably the most commonly used pedagogical method that links the classroom to the realities of business is the case method of instruction (Lundberg, 1994). Developed at the beginning of the last century at Harvard Business School (Christensen, 1989), the purpose of the case method is to provide business students with the knowledge of how to *act* when presented with new situations in a nonstatic environment. As undergraduate or MBA students, we faculty ourselves participated in a full spate of case analyses. Many of us were taught the case method during our doctoral programs, or were at least directed to "old classics" or favorites by our mentors. There are two forceful arguments for using cases. First, case studies work because they encourage students to wrestle with the problems that are presented, forcing them to seek and find their way out of the situation. Student learning is maximized in the process as they devise their own solutions. Rather than passively gaining knowledge and then applying it, the knowledge is gained through the action process of the case discussion. Second, cases provide students with a *context* in which to learn by doing. Traditional teaching materials often ignore or downplay contexts (particularly industrial and industrial settings) (Lundberg, 1994), while the case provides the student with a chunk of reality that grounds the students with facts that are faced in real-life situations (Lawrence, 1953). They also provide students with opportunities for social learning (Bandura, 1977), as they explore the actions that were successful and those that were not.

Today, management faculty attempt to stay current by acquiring newly written or revised cases through major "case-houses" such as Harvard Business School Publishing (a case provider pioneer), anthologies by management textbook publishers, case writer associations, or even the "write-it-yourself" method. However, there are times when even the most well-written case delivered by skilled faculty can fall flat and fail to reach students, and by so doing fail to achieve the purpose of knowing, understanding, and sense making of leadership. Several reasons may be at the root of this. It may be that the topic is not of interest to a particular student, the focal theory does not hold in a particular cultural context, or a factor as simple as a case packet being too long and complex to hold students' attention over a summer term, when other activities are competing for their attention.

ADVANTAGES OF STORIES

Stories compel people regardless of the context—either the context in which they are read or the context of the story itself. Those of us with small children watch in amazement how the toddler asks for *Goodnight Moon* (Brown, 1947) over and over and over again. As adults, most of us have experienced the "hook" of a good book, causing us to abandon common sense as we stay up into the early morning hours and step into the role of the hero, empathize with the downtrodden, and identify with the protagonist who wins out in the end despite overwhelming odds. And it is this precise process of engagement that can make theoretical principles become real to a student. It is not a new idea to bring fiction into the classroom, and several authors have written about its relevance in management education (Czarniawska-Joerges & Guillet de Monthoux, 1994; Phillips, 1995; Thompson & McGivern, 1996). The purpose of this chapter is to explore the relevance of fiction for leadership education in particular, and to make suggestions for how fiction can be used to make leadership theory come alive for business students.

Fiction as Truth and Experience

Metaphors have long been considered a representational form through which students both experience and conceptualize organizational life (Morgan, 1986). As expressed by an educational philosopher, the use of the metaphor through fiction can be truly powerful:

> Fiction, though literally referring to nothing, may metaphorically refer to anything.... Literally fictional works may thus express metaphorical truths, or contain literally fictional terms metaphorically applicable to things.... Once the prejudice of fiction as opposed to truth has been removed, it is possible to explain why it provides a special kind of knowledge. The main point is that, by connecting emotion and cognition, they expand our experience of reality, enabling us to grasp new relations among things, and to enrich our feeling as well as our understanding. (Scheffler, 1982, p. 283)

In fact, the very mechanism of the fictionalized account aids in the cognitive process of comprehension. King and Down (2001) recently outlined how stories enhance students' recall, understanding, and motivation. Stories or fiction organize various elements of understanding—know-how, tacit knowledge, nuance, sequence, multiple causation, mean–end relations, and consequences—into a plot that is memorable (Weick & Roberts, 1993).

Organizing and Storing Information

It is this specific arrangement of information—the plot–that aids the reader in storing information through his or her perceptual schema (Livo & Rietz, 1983). Fiction involves what has been called the configurational act (Ricoeur, 1984) or reflective judgment (Kant, 1980). The process of the story synthesizes understanding and intuition through a progression that is simultaneously intellectual and intuitive (Ricoeur, 1984). Through the mediation of the plot, the story provides meaning for the reader (Alvarez & Merchan, 1992), and it is this meaning that then contributes to the individual's own schema.

As an example, in recent years we have seen an emphasis on the ethical dimensions of business. Many business schools have turned to fiction as a way of teaching moral issues (e.g., Robert Coles's course at Harvard, "The Business World: A Social and Moral Inquiry through Fiction; Coles, 1989). To illustrate, it may first be useful to clarify the distinction that Aristotle made between historical and poetical truth (Alvarez & Merchan, 1992). Historical truth refers to the facts of what has occurred, as compared with poetical truth, which looks for what may have happened or what may happen in the future; thus Aristotle concluded that poetical truth was superior to historical truth because of its treatment of the universal over the particular. The imagination in a story connects ends and means, and the act of inquiry (rather than knowledge gained from repetition) makes us capable of learning from our mistakes (Howard, 1982).

If we look to Mario Puzo's *The Godfather* (1969) as a means for teaching ethical behavior, we are presented with characters that behave outside the "typical" norms of morality, yet are truly congruent with the values and norms of the Corleone "family." Students are forced to grapple with content that is generally outside of their experience (Sonny Corleone's beating of his sister Connie's husband, Carlo Rizzi, after Carlo had abused Connie), yet which provides a consistent reinforcement of ethical behavior as it is defined (to act within the value system of the Corleone family, where loyalty is valued above all else).

Feeling and Expressing Emotion

In addition, fiction provides a vehicle for feeling and expressing emotion (the most cogent argument for using stories in the classroom). Emotion provides another mechanism for enhancing recall (King & Down, 2001). Drawing again from Scheffler (1982), when the intellectual is synthesized with the emotional (as in fiction used to connect theory to practice), meaning is assigned and understanding is enhanced. But how is

emotion evinced in fiction? It relates to the process that occurs during reading fiction. Jauss (1982) delineates three stages of the reading experience: (1) *poiesis* is the joy created by both writer and reader, (2) *aesthesis* is the moment that the reader is "liberated" from daily life, and (3) *catharsis*, where the reader interprets the meaning of the work, and is emotionally purified through the affect engendered during the reading. Emotion provides a vehicle through the imagination for action that is a necessary outcome of management education (Alvarez & Merchan, 1992).

Consider the speech of Colonel Joshua Lawrence Chamberlain (of the 20th Maine Regiment) to a group of 120 mutineers (from the disbanded 2nd Maine Regiment) during the Battle of Gettysburg (Shaara, 1974). These men believed they had signed up for a two-year stint in the Regiment (rather than the three years they had actually signed for), and staged a mutiny when they were told that they were not permitted to return home with the rest of their Regiment when it was disbanded because of their extended three-year contract. As explored in *The Killer Angels* (Shaara, 1974), Colonel Chamberlain was instructed to shoot any of these soldiers that refused to fight in the ensuing battle. After just a few minutes to prepare himself, remove the guards, and feed the men (who had not been fed for days in order to break them down), Chamberlain began to speak to the mutineers:

> "I've been ordered to take you men with me. I've been told that if you don't come I can shoot you. Well, you know I won't do that. Not Maine men. I won't shoot any man who doesn't want this fight. Maybe someone else will, but I won't. So that's that."
>
> He paused again. There was nothing on their faces to lead him.
>
> "Here's the situation. I've been ordered to take you along, and that's what I'm going to do. Under guard if necessary. But you can have your rifles if you want them. The whole Reb army is up the road a ways waiting for us and this is no time for an argument like this. I tell you this: we sure can use you. We're down below half strength and we need you, no doubt of that. But whether you fight or not is up to you. Whether you come along, well, you're coming....
>
> Well, I don't want to preach to you. You know who we are and what we're doing here. But if you're going to fight alongside us there's a few things I want you to know."
>
> He bowed his head, not looking at eyes. He folded his hands together.

"This Regiment was formed last fall, back in Maine. There were a thousand of us then. There's not three hundred of us now." He glanced up briefly. "But what is left is choice."

He was embarrassed. He spoke very slowly, staring at the ground.

"Some of us volunteered to fight for Union. Some came in mainly because we were bored at home and this looked like it might be fun. Some came because we were ashamed not to. Many of us came ... because it was the right thing to do. All of us have seen men die. Most of us never saw a black man back home. We think on that, too. But freedom ... is not just a word."

He looked up into the sky, over silent faces.

"This is a different kind of army. If you look at history you'll see men fight for pay, or women, or some other kind of loot. They fight for land, or because a king makes them, or just because they like killing. But we're here for something new. I don't ... this hasn't happened much in the history of the world. We're an army going out to set other men free."

He bent down, scratched the black dirt into his fingers. He was beginning to warm to it; the words were beginning to flow. No one in front of him was moving. He said, "This is free ground. All the way from here to the Pacific Ocean. No man has to bow. No man born to royalty. Here we judge you by what *you* do, not by what your father was. Here you can be *something*. Here's a place to build a home. It isn't the land—there's always more land. It's the idea that we all have value, you and me; we're worth something more than the dirt. I never saw dirt I'd die for, but I'm not asking you to come join us and fight for dirt. What we're all fighting for, in the end, is each other ..."

"I think if we lose this fight the war will be over. So if you choose to come with us I'll be personally grateful. Well. We have to move out."

... After a moment Tom came riding up. His face was delighted. Chamberlain said, "How many are going to join us?"

Tom grinned hugely. "Would you believe it? All but six." (Shaara, 1974, pp. 29–32)

My use of this powerful excerpt has never failed to elicit emotional responses from my students, and to this day continues to emotionally inspire and challenge me as well (even after scores of readings). In the ensuing dialog, students have discussed how Chamberlain's speech was able to speak directly to their heart (per my previous discussion of feeling and expressing emotion [Jauss, 1982], this would be an illustration of *poiesis*), how they became so engaged in the text that they put themselves in

the role of the mutineers, feeling willing to fight themselves (*aesthesis*), and what a tremendous feeling of success was engendered by students when nearly all of the mutineers volunteered to go on to battle (*catharsis*). Our discussion in class then shifts from a discussion of the skills required for leadership to the more value-based effects of trust, respect, and individualized consideration on both individual and organizational outcomes. While I often use the entire *The Killer Angels* novel in my leadership classes, this excerpt alone can provide a valuable segment for a course. James Clawson has written an excellent teaching note on "Six Steps to Effective Leadership: Joshua Chamberlain at Gettysburg" as a stand-alone exercise (Clawson, 1999), which includes a teaching plan for a two- to three-hour class session.

Another advantage of the emotional aspect of fiction is that it engages students' imagination, driving them to propose questions that may not have neat and tidy solutions—reflecting more truly organizational reality (Thompson & McGivern, 1996). The traditional case study, on the other hand, has been seen as a mechanism that constricts or limits student questioning (e.g., Grey & Mitev, 1995; O'Connor, 1995). Textual narratives themselves can be self-contradictory and can evoke a wide range of emotions that resist a single interpretation (Bump, 1995; Cohen, 1998). It is the foundation of fiction that each reader him- or herself develops their own meaning for the work—the reader is essentially the co-creator of the text (Alvarez & Merchan, 1992), which is expressed in a Borges (1956) poem, *La Dicha* "The books of the library have no characters, these arise as I open them" (p. 43). What is desired through the use of fiction is that students' imagination will stimulate them to become imaginative, creative, and critical in their problem solving, thus enhancing management skills (Cohen, 1998; Czarniawska-Joerges & Guillet de Monthoux, 1994). Another by-product of the exploration of emotion is emotional literacy or emotional intelligence (Bump, 1995; Goleman, 1995), which is facilitated by "affective," "psychological," or "confluent" education (where the emotions evoked are discussed rather than relegated to psychological counselors or therapists (Berman, 1994).

Enhancing Understanding

Understanding is enhanced through the context in which the plot is enacted—where "otherwise isolated and disconnected scraps are bound up into something whole and meaningful" (Livo & Rietz, 1983, p. 5). King and Down (2001) propose that stories aid in probing intentions and motivations, in addition to inspiring action, throughout various levels of plot intensity or complexity. And then the role of theory becomes critical—"to

reinforce or dispel the intuitions drawn from fiction, making them keener and more thoughtful" (Marinucci, 2000, p. 8). The medium that is key for galvanizing action is the level of emotion generated by the story (Dubeck & Tatlow, 1998). Novelists are not bound by the same rules within which management theorists must work, and they are given a freer hand to explore and generate emotion. Critics might argue that the understanding gained from using a novel is flawed by the use of imagination rather than fact, yet it is this emotion that triggers an action response in students. According to Thompson and McGivern (1996), the fictional account provides an exciting opportunity for proposed action (which is, after all, the ultimate goal for leadership education), enriching their imagination and creativity while providing opportunities for "rehearsing" the various roles portrayed, and reflecting on the ambiguous and contradictory nature of relationships.

Going back to the previous excerpt from *The Killer Angels*, focusing on Chamberlain's speech to the mutineers, one can see the role that theory may play once emotions are elicited from the reading. For example, segments from this excerpt can be used to illustrate the "Four I's" of transformational leadership (Bass, 1985):

1. Idealized influence
   "Some of us volunteered to fight for Union. Some came in mainly because we were bored at home and this looked like it might be fun. Some came because we were ashamed not to. Many of us came ... because it was the right thing to do. All of us have seen men die. Most of us never saw a black man back home. We think on that, too. But freedom ... is not just a word."
   "But we're here for something new. I don't ... this hasn't happened much in the history of the world. We're an army going out to set other men free."
2. Inspirational motivation
   "I never saw dirt I'd die for, but I'm not asking you to come join us and fight for dirt. What we're all fighting for, in the end, is each other...."
   "I think if we lose this fight the war will be over. So if you choose to come with us I'll be personally grateful. Well. We have to move out."
3. Intellectual stimulation
   "This is free ground. All the way from here to the Pacific Ocean. No man has to bow. No man born to royalty. Here we judge you by what *you* do, not by what your father was. Here you can be *something*."
4. Individualized consideration
   "I've been ordered to take you men with me. I've been told that if you don't come I can shoot you. Well, you know I won't do that. Not Maine men. I won't shoot any man who doesn't want this fight."

> "I think if we lose this fight the war will be over. So if you choose to come with us I'll be personally grateful."

Using this excerpt and linking it with relevant theoretical material helps students think about how they would consider articulating a vision and arousing motivation in their own followers. From the discussion of Chamberlain's speech we have moved on to generalize the discussion to different types of situations students have experienced, such as dealing with social loafers in group project situations or dealing with problem employees they may have inherited from a department consolidation. Thinking about the way Chamberlain responded to the mutineers helps students identify solutions for their own problem situations.

Impact of Context

Because of the presence of a context in a fictional account, the professor needs to recognize and ultimately provide a critique of that context (Cohen, 1998). We cannot expect that literature will speak for itself (Steiner, 1963), thus the way in which the fiction is introduced is as important as the choice of the piece itself (Cohen, 1998).

However, not only does the novel provide a context in which the plot is enacted, but the context in which the student reads and interprets the novel also plays an important part in the text's meaning to the reader (Iser, 1978; Jauss, 1982). That context involves both social and historical forces (Rosenblatt, 1985) as well as the student's own psychological profile (Holland, 1968). Manlove (1989) purports that when the approach to the novel is flexible and imaginative, it yields multiple meanings as long as the student starts from his or her initial understanding of the novel (this initial understanding may come from the title, dust jacket notes, or film). The discussion process then essentially involves very basic literary criticism as well as an explication of leadership theory. Giving students freedom in their exploration and imagination of the novel generally yields an "intellectual jump" (the starting point for moving students beyond the surface interpretation of the text to a deeper criticism of the environment, the context, and the ideas and assumptions of the characters). Of primary importance is the understanding that not all will jump in the same direction (or perhaps make the intellectual jump at all)—this generates the richness in the discussion of the novel that is, again, the ultimate end of the use of fiction in the leadership classroom.

CHOOSING A FICTIONAL WORK FOR STUDY

The choice of a piece of fiction to augment the traditional study of the leadership discipline depends on the theoretical principles to be grasped as well as the desired growth in the student (Cohen, 1998). I do not feel bound by having the fictional characters work in a formal corporate organization or operate in a situation grounded in hierarchical influence. In fact, I prefer that the piece stretch beyond students' experience, so that that it generates imagination and creative and critical thinking. I have used two novels in both undergraduate and MBA leadership courses that clearly demonstrate leadership principles, but which let the student experience them outside of the typical corporate model: Michael Shaara's *The Killer Angels* (1974) and Mario Puzo's *The Godfather* (1969).

Each of these novels has encouraged students to explore beyond their experience, and has engendered extremely creative yet untidy (contradictory yet rich) class discussion. These discussions have also led to an opportunity to dispel stereotypes and preconceptions students hold about leadership. For example, when asking students about the French and Raven (1959) basis of power used most predominantly in *The Godfather*, most will reply "coercive" and give the scene portraying the "persuasion" of Jack Woltz, the movie producer, and the "relocation" of his horse as an example. Others have related how they believed that Don Corleone rarely used coercive power, and only resorted to its use when other methods failed ("Let me give you an offer you can't refuse"). In fact, an in-depth discussion of power in *The Godfather* reveals that referent power is much more prevalent throughout the novel. However, the use of coercive power makes a much more lasting impression, thus opening the discussion to issues of perception, influence tactics, and negotiation.

Another useful discussion has ensued from demonstrating the charismatic leadership behavior of both Robert E. Lee and Joshua Lawrence Chamberlain in *The Killer Angels*. Following from House's (1977) attitudes and behaviors of a charismatic leader, students are intrigued by comparing the attitudes and behaviors of these two men (one an aging, veteran general while the other is relatively new to his command, being a former professor of rhetoric). Through the thoughts and feelings of these men (as well as their followers) as portrayed in Shaara's work, we are able to delve deeper into the charismatic leadership of these men. Also, other emotions come into sway—feelings of antagonism against the North, against the South, anger over slavery. Students realize through this discussion that charisma truly exists in the eye of the beholder, and how fragile a hold that may sometimes be.

John H. Wigmore, one of the founding editors of the *Harvard Law Review*, prepared a list of novels to be read by law students and lawyers, and

identified four criteria for selection. I have adapted Wigmore's (1922) criteria for my use in the search for novels suitable for a leadership classroom.

1. Works in which a leader (defined as intentional social influence by one over others involving a collective goal) clearly emerges.
2. Works in which a person is in a hierarchical position of authority over a group.
3. Works in which, even in the absence of a formal hierarchical system, a leader is frequently but not always the protagonist.
4. Works which, in an otherwise nonorganizational setting, have as its central theme leadership relationships, although the leaders or followers may not be in a protagonist role.

I also look for the following characteristics in the novels: they provide emotional content, they provide descriptions of the motivations behind leader and follower behavior, they give a basis for a theoretical discussion of leadership, and they promote contrasting opinion and discussion.

My purpose in this chapter is not to provide a laundry list of novels for leadership classes, although I will offer several selections that have worked for me or that colleagues have suggested as showing promise for demonstrating leadership (Table 2.1). The selections that I have used include works that fit my purpose, my teaching style, my personal goals for my classroom, and (generally) my students. It would be my preference that anyone wishing to employ fiction would be guided by their own purpose and open their horizons to works that appeal to them, and merely use this list as a starting point. I have also included in Appendix A and B both MBA and undergraduate leadership course syllabi that outline the reading schedule for a semester-long course when using either *The Godfather* or *The Killer Angels*. Because several print editions of these books are available, I refrain from using page numbers and instead use chapter headings to indicate the readings.

Table 2.1. Suggested Works of Fiction for Use in Teaching Leadership

Title	*Author(s)*	*Use/Topic*
A Seperate Peace	John Knowles	Individual differences
Alive	Piers Paul Read	Leadership; group decision making
Apollo 13	Jim Lovell and Jeffrey Kluger	Vision
Atlas Shrugged	Ayn Rand	Vision

Table 2.1. Suggested Works of Fiction for Use in Teaching Leadership (Cont.)

Title	*Author(s)*	*Use/Topic*
Billy Budd	Herman Melville	Linking leadership with strategy, organizational structure, systems, and ethics
Bridge over the River Kwai	Pierre Bouelle	Consideration and initiating structure; leadership and crisis
Endurance: Shackleton's Incredible Voyage	Alfred Lansing	Consideration and initiating structure; transformational leadership; visionary leadership
Henry V	William Shakespeare	Transformational leadership
Holes	Louis Sachar	Leader emergence; heroic leadership
Jack: Straight from the Gut	Jack Welch with John A. Byrne	Just about any leadership model you can think of
Joan of Arc	Mark Twain	Transformational leadership; women in leadership
Leading at the Edge	Dennis N. Perkins, with Margaret P. Holtman, Catherine McCarthy, and Paul R. Kessler	Consideration and initiating structure; transformational leadership; visionary leadership
Lord of the Flies	William Golding	Bright and dark sides of leadership; influence tactics
Lord of the Rings	J.R.R. Tolkien	Charismatic leadership; leader emergence; narcissistic leadership
Mutiny on the Bounty	Charles Nordhoff	Leader-member exchange
Oliver Twist	Charles Dickens	Fagan—individual differences and leadership
The Bottom Line	Dorothy Marcic	Leadership and motivation; organization structure; ethics
The Financier	Theodore Dreiser	Linking leadership with strategy
The Goal	Eliyahu Goldratt	Leadership vs. management
The Godfather	Mario Puzo	Bases of power; situational leadership models; transformational leadership
The Gold Bug Variations	Richard Power	Individual differences; power
"The Grand Inquisitor" in The Brothers Karamazov	Feodr Dostoevsky	Leadership and philosophy; spirituality
The Great Escape	Paul Brickhill	Leader emergence; transformational leadership

Table 2.1. Suggested Works of Fiction for Use in Teaching Leadership (Cont.)

Title	*Author(s)*	*Use/Topic*
The Killer Angels	Michael Shaara	Transformational leadership; bases of power; individual differences

Note: Many additional suggestions are available with case notes from Hartwick Humanities in Management Institute, Hartwick College, Oneonta, NY (*http://www.hartwick.edu/hhmi/caselisting.htm*).

This list was compiled from my own choices as well as suggestions from the following colleagues: Kate Bedard, Clay Dibrell (Oregon State University); Silvio Dobry, Jon Down (Oregon State University); Seth Feuer, Bob Hoskisson (University of Oklahoma); Stella Hua (University of Western Washington); Jonathan King (Oregon State University); Sue Lowensohn, Barbara McGuffey (Good Samaritan Hospital); Judith Morgan, Terri Scandura (University of Miami); Dan Skarlicki (University of British Columbia); Mary Watson (New School University); Tony Wheeler (University of Oklahoma); Mary Witort (WorldCom); and Fran Yammarino (State University of New York–Binghamton).

DEALING WITH STUDENT OBJECTIONS TO THE ASSIGNMENT

I have learned to expect some things when students are first presented with assignments based on fiction rather than traditional case studies. First, there is a general reluctance to step outside the norm. I have had comments such as, "What can I learn from reading a story?" or "This is supposed to be an upper-level business class, not English Lit!" on the first day of class while discussing the syllabus. Second, students have an initial reaction that they cannot relate to either of the two novels I use—that their experience does not involve the military (e.g., when using *The Killer Angels*) or the mafia/organized crime (e.g., when using *The Godfather*). In fact, some males are concerned that their fellow female students will be turned off by each of these male-dominated novels (interestingly, no females have ever voiced this concern upon seeing the reading list and assignments). Third, students become fearful that they will be unable to recall material from the novels, or that they will get the characters confused and do poorly on deliverables. Lastly, students sometimes become concerned about the objectionable content of some of the material. *The Godfather* includes comments that are sexist and racist, while *The Killer Angels* covers the issue of slavery somewhat simplistically. As time goes on, and as we delve into the novel, each of these concerns generally becomes assuaged. While not all students share ready agreement about the efficacy of fiction as a learning tool, I have found that there is general appreciation and satisfaction when employing fiction for practical application of leadership theory. Each

semester I conduct an evaluation linked specifically to the use of fiction and have found results to support my use of this medium. On a Likert scale of 1 to 7 (strongly disagree/strongly agree), students have reported that the novel has enhanced their recall (5.5, *The Killer Angels*; 5.7, *The Godfather*), aided in their understanding of theoretical principles (5.5, *The Killer Angels*; 5.8, *The Godfather*), they were generally satisfied with the novel as a teaching tool (5.6, *The Killer Angels*; 5.7, *The Godfather*), and they preferred fiction over the use of traditional case studies (5.9, *The Killer Angels*; 6.0, *The Godfather*).

Echoing Lapierre (1991), I believe that works of fiction either consciously or unconsciously act as a screen for the projections of our students, or aid them in self-discovery in a safe forum (at a distance). What we are trying to do in our leadership classrooms is to nurture the development of individual leadership potential through skill building and self-awareness. Through fiction we can foster the imagination and inner life of our students (through projective identification where they see themselves in the characters or through introjective identification where they attempt to appropriate characteristics they desire), and help them develop their own authentic expression of leadership (Lapierre, 1991). Although using fiction is still generally a "novel" approach in the management classroom, I am confident that it provides a powerful and rich medium for demonstrating the application of management theory to today's business students.

Once in a while
You get shown the light
In the strangest of places
If you look at it right.

—"Scarlet Begonias"
(composed and written by Jerry Garcia and Robert Hunter)

NOTE

1. I wish to acknowledge Chet Schriesheim, who first showed me the use of fiction in the classroom and suggested two of the novels I now use. A previous version of this chapter was presented at the 2001 Western Academy of Management Meeting (Sun Valley, Idaho).

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APPENDIX A: SAMPLE MBA SYLLABUS

Syllabus—Leadership in Organizations

Professor: Dr. Claudia Cogliser

Course Description

Three credit hours. The goal of this course is to make you aware of leadership theory and help you become more self-aware of your personal leadership styles. It is also designed to help you develop your ability to influence others and to increase your leadership potential. The concept of leadership has been a slippery slope, and has eluded and fascinated people through the ages. My goal is for you to come away from this course with a basic understanding of the history and practice of leadership theory and to understand and enhance your own personal leadership model.

Textbooks

Puzo, M. (1969). *The Godfather.* New York: Signet.
Northouse, P.G. *Leadership: Theory and practice* (2nd ed.). Thousand Oaks, CA: Sage.
Case packet available at the OU bookstore.

Reading Assignments

The following are the reading assignments for this course. These assignments should be read carefully, as students are expected to be thoroughly prepared for every class.

Week	*Date*	*Topic*	*Reading Assignment/Assessment*
1	1/15	Introduction; Leadership Traits Case Sign-up	Northouse, Chs. 1–2 (skim after class)
2	1/22	Leadership Styles	Northouse, Ch. 3, Assessment pp. 50–53; Puzo, Book I, Ch. 1
3	1/29	Case 1: *Erik Peterson* (A & B)	Puzo, Book I, Chs. 2–11
4	2/5	Contingency Theory; Path–Goal Leadership	Northouse, Chs. 5–6, Assessment pp. 85–87, pp. 105–109; Puzo, Books II–III
5	2/12	Case 2: *Meg Whitman at eBay*; JOURNALS DUE	Puzo, Books IV–VI
6	2/19	Relational Leadership	Northouse, Ch. 7, Assessment pp. 127–130 (give to subordinates to complete about you), Puzo, Books VII–VIII

Week	*Date*	*Topic*	*Reading Assignment/Assessment*
7	2/26	Case 3: *Dead Poet's Society*	
8	3/5	Transformational Leadership	Northouse, Ch. 8, Assessment pp. 154–158
9	3/12	Case 4: *Bill Gates and the Management of Microsoft*	
10	3/19	NO CLASS – SPRING BREAK	
11	3/26	Transformational Leadership; JOURNALS DUE; LEADERSHIP INTERVIEW DUE	
12	4/2	Case 5: Henry V	
13	4/9	Team Leadership	Northouse, Ch. 9, Assessment pp. 183–186
14	4/16	Case 6: *GE's Two-decade Transformation*	
15	4/23	Leadership and Ethics; LEADER BIOGRAPHY DUE	Northouse, Ch. 12, Assessment pp. 271–275, Machiavellianism*, Narcissistic Leadership*
16	4/30	Case 7: *Courage Under Fire,* JOURNALS DUE (PEER REVIEWS DUE 5/4/02)	

Note: *Material provided in Blackboard.

Grading

Case Presentations: Individuals will be assigned to a team. Each team will be assigned to one of the HBR or Film leadership cases in the set of readings and cases. (The instructor will lead Cases not assigned to a group.) In presenting the case to the class, the team members will do the following:

1. Summarize the case and lead a class discussion.
2. Answer the questions.
3. Submit a typed report not exceeding 10 typed pages, double-spaced, Times Roman 12-point font, on the day of the presentation. Paper is to be submitted to me by e-mail (*cogliser@ou.edu*) with "Case" in the subject heading.

General guidelines for case presentations:

4. Analyze the situation.
5. What did the leader do? Not do?
6. What are the consequences of the leader's actions?

7. Do you think there is anything that the leader could have done differently?
8. What would you have done in the situation?
9. What leadership theories does the case draw upon?

The case is worth a total of 35% of your overall grade (20% for the presentation; 15% for the report). Your paper is to be submitted to me via e-mail on the day on which you make your presentation (please put "MBA Case" in the subject line of the e-mail).

Projects: Two individual projects are assigned, each of which is worth 20% of your total grade. One project will be to interview (in person or by phone) a leader whom you admire and respect. You are to learn everything that you can about their perspective on leadership—their definition of leadership, the leadership theories that are applicable to them, their core leadership principles, and advice they would provide for people beginning their leadership experiences. You will write a 5-page paper outlining what you learned from your interview and discussing what this person's strengths and weaknesses are (relevant to leadership). The paper will be submitted to me via e-mail prior to the beginning of the class in which it is due (please put "MBA Interview" in the subject line of the e-mail). Further instructions will be provided through Blackboard.

The second project will be to write a biography of a historical person whom you view as a leadership exemplar. Again, you will provide as much information as you can about their perspective on leadership—their definition of leadership, the leadership theory that is relevant, and their core leadership principles. You will need to delve into historical documents and records to get as much of a feel for their leadership attitudes and behaviors as possible. You will write a 5-page paper outlining what you learned from your research. The paper will be submitted to me via e-mail prior to the beginning of the class in which it is due (please put "MBA Biography" in the subject line of the e-mail). Further instructions will be provided through Blackboard.

Participation: This course is designed to be participative and experiential in nature. Thus, much of your learning will depend on your active involvement (both in class and during group activities) with the course content material. You are expected to be thoroughly prepared for every class. I thus expect each student to contribute to class discussions (both in the full class and when you are broken out into smaller groups). If you are uncomfortable with speaking out in class, see me about strategies to help with your class participation. Class participation is worth 25%. While I do not have an attendance requirement for this class, keep in mind that you cannot gain participation points if you are not in class to participate.

Late assignments: I have high expectations for your performance in this class, and believe that you should act professionally. Unless you have an acceptable reason *and* give advance notice (e.g., serious illness, death in immediate family, religious holidays), I will deduct 25% of the available points on the assignment for late submissions and give no points once an assignment or exam is returned to the rest of the class. Papers are due at the *beginning* of the class period; this means that if you hand in a paper after class has begun (even if it's only 5 minutes late), it is subject to the 25% late penalty. Also, my policy means you may not tell me you were sick *following or during* the class period where the assignment or exam was due. Please note that this policy includes group projects. It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Assignment preparation: Well-written English grammar and good spelling are expected in your written assignments. I will deduct 5% of the available points for five or more spelling and/or grammar errors on any assignment. Six or more spelling and/or grammar errors will result in a 10% deduction. If you have difficulty with spelling or grammar, please make use of the writing center or have your friends and family help proofread your work. For consistency across groups, written assignments should be completed with 1" margins throughout, 12-point Times Roman font, and should be double-spaced.

Online course material: Project instructions are available through our course website at Blackboard. To access Blackboard, log on to *www.blackboard.ou.edu*. The default password is your OU ID number with no dashes. I suggest you change your password once you have logged in. Once you log in, choose Leadership (MGT6793) from the Courses I Am Taking section. I rely heavily on electronic media for this course, using electronic mail and our course website administered through Blackboard. Therefore, you need to check your e-mail on a daily basis as well as accessing Blackboard for course material and announcements. Often instructions for class preparation and other useful information will be sent to you via e-mail or through Blackboard announcements. When I send e-mail messages to our class, I will use the distribution list provided by OU, which utilizes the standard OU format (your "dotted name" address, which is *firstname.middleinitial.lastname-1@ou.edu).* You are responsible for forwarding your OU mail to a different e-mail account if you have another account you prefer to use. You can go to *http://www.ou.edu/helpdesk,* click Account Administration, select Change the Post Office That Handles My Email. You will be prompted to enter your User ID and password. Enter the new email address in the Forward My Mail To the Following Post Office blank. Reen-

ter password and select Change. If you need assistance, you can call 325–4636 (325-INFO).

Academic dishonesty: Any case of academic dishonesty will result in a grade of F for the course. This course will be run according to my general policy and is consistent with the University of Oklahoma Academic Misconduct Code. Therefore, the use of unauthorized material, communication with fellow students during an examination or quiz, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination, case, exercise, or other course assignment or requirement is unprofessional and unacceptable. Cheating on examinations, plagiarism, improper acknowledgment of sources in papers and web projects, and the use of a single paper/project in more than one course are considered exceptionally serious offenses and shall result in a failing course grade and in the most serious additional disciplinary actions allowed by the University. To get more information about the University of Oklahoma Academic Misconduct Code, go to *http://www.ou.edu/studentcode/miscode/index.html.*

Students with disabilities accommodations: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

APPENDIX B: SAMPLE UNDERGRADUATE SYLLABUS

Syllabus—Leadership

Professor: Dr. Claudia Cogliser

Course Description

Three credit hours. The goal of this course is to make you aware of leadership theory and help you become more self-aware of your personal leadership styles. It is also designed to help you develop your ability to influence others whether or not you have positional or hierarchical authority over them, and to increase your leadership potential.

Textbooks

(H) Howell, J. P., and Costley, D. L. (2001). *Understanding behaviors for effective leadership.* Upper Saddle River, NJ: Prentice Hall.

(S) Shaara, M. (1974). *The killer angels.* New York: Ballantine Books.

Reading Assignments

The following are the reading assignments for this course. These assignments should be read carefully, as students are expected to be thoroughly prepared for every class.

Week	*Date*	*Topic*	*Reading Assignment/Assesment*
1	1/15	Introduction	
	1/17	What is this thing called leadership?	H: Chapter 1; Assessment p. 9 S: To The Reader, Foreword, and Monday, June 29, 1863: Chapters 1 and 2
2	1/22	Leader Behavior	H: Chapter 2; Assessment p. 34 S: Monday, June 29, 1863: Chapters 3 and 4
	1/24	Contingency Models	H: Chapter 3, pp. 37–42; Assessment p. 39; Exercise: H: p. 50 S: Wednesday, July 1, 1983: Chapters 1 to 3
3	1/29	Contingency Models	H: Chapter 3, pp. 42–52; S: Wednesday, July 1, 1983: Chapters 4 to 7
	1/31	Supportive Leader Behavior	H: Chapter 4; Assessment p. 59 S: Thursday, July 2, 1963: Chapters 4 to 5
4	2/5	Supportive Leader Behavior	Assessment pp. 67–68 S: Thursday, July 2, 1963: Chapter 6; Friday, July 3, 1863: Chapters 1 to 3
	2/7	Situational Dynamics of Supportive Leadership	H: Chapter 5; Assessment pp. 87–88 S: Friday, July 3, 1863: Chapter 4 to Afterward
5	2/12	Directive Leader Behavior	H: Chapter 6; Assessment p. 97
	2/14	Directive Leader Behavior	Assessment p. 104
6	2/19	Situational Dynamics of Directive Leadership	H: Chapter 7; Assessment p. 118
	2/21	Exam 1	
7	2/26	Participative Leader Behavior	H: Chapter 8; Assessment p. 140
	2/28	Participative Leader Behavior	Assessment: Participative Leadership* Print out and bring to class
8	3/5	Situational Dynamics of Participative Leadership; Leader Interview Due	H: Chapter 9

Week	*Date*	*Topic*	*Reading Assignment/Assesment*
	3/7	Leader Reward and Punishment Behaviors	H: Chapter 10; Assessment p. 179
9	3/12	Leader Reward and Punishment Behaviors	
	3/14	Situational Dynamics of Leader Reward and Punishment Behaviors	H: Chapter 11; In-class exercise (bring your book): pp. 208–210
10	3/26	Charismatic Leader Behavior	H: Chapter 12; Assessment p. 223
	3/28	Charismatic Leader Behavior	
11	4/2	Situational Dynamics of Charismatic Leadership	H: Chapter 13; Exercise: pp. 252–253
	4/4	Boundary Spanning	H: Chapter 14, pp. 259–270; Assessment p. 264
12	4/9	Exam 2	
	4/11	Team Leadership	H: Chapter 14, pp. 270–280
13	4/16	Team Leadership	
	4/18	Building Social Exchange	H: Chapter 15, pp. 281–290; Assessment p. 298
14	4/23	Fairness and Ethics in Leadership	H: Chapter 15, pp. 290–302
	4/25	The dark side of leadership; Film Paper Due	Assessment: Machiavellianism*
15	4/30	The dark side of leadership	Assessment: Narcissism*
	5/2	Managing Your Boss	
		Final exam	Chapter 15, "The Dark Side," and Managing Your Boss

Notes: *Material provided in Blackboard.

Grading

Examinations: There will be three exams—two essay exams and a multiple-choice final exam. These will be based on the readings, class discussion, videos used, assessments completed, and group activities. The exams are worth 50% of your total grade (22.5% for the first two exams and 5% for the final).

Projects: One group project will be assigned, worth 20% of your total grade. This project will be to interview (in person or by phone) two leaders whom you admire and respect. You are to learn everything that you can about their perspective on leadership—their definition of leadership, the leadership model they appear to use, their core leadership principles, and advice they would provide for people beginning their leadership experi-

ences. Then write a 10-page (maximum) paper summarizing your findings and conclusions.

The second project will be to provide a 4-page (maximum) summary of leadership behaviors demonstrated in a popular movie/film of your choice. This paper will be worth 20% of your total grade.

Participation: This course is designed to be participative and experiential in nature. Thus, much of your learning will depend on your active involvement (both in class and during group activities) with the course content material. You are expected to be thoroughly prepared for every class. I thus expect each student to contribute to class discussions (both in the full class and when you are broken out into smaller groups). If you are uncomfortable with speaking out in class, see me about strategies to help with your class participation. Class participation is worth 10%. While I do not have a specific attendance requirement for this class, keep in mind that you cannot gain participation points if you are not here.

Late assignments and examinations: I have high expectations for your performance in this class, and expect you will act professionally. Unless you have an acceptable reason and give advance notice (e.g., serious illness, death in immediate family, religious holidays), I will deduct 25% of the available points on the assignment for late submissions and give no points once an assignment or exam is returned to the rest of the class. Papers are due at the ***beginning*** of the class period and are to be submitted electronically; this means that if you submit your paper after class has begun (even if it's only 5 minutes late), it is subject to the 25% late penalty. Also, my policy means you may not tell me you were sick following or during the class period where the assignment or exam was due. Papers are to be sent to my e-mail (*cogliser@ou.edu*) with the words "Leadership Assignment" in the subject line. Submissions not following this format will receive a 10-point deduction (1% of your total grade). It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Assignment preparation: Well-written English grammar and good spelling are expected in your written assignments. I will deduct 10% of the available points for five or more spelling and/or grammar errors on any assignment (not exams). If you have difficulty with spelling or grammar, please make use of the writing center. For consistency, written assignments should be completed with 1" margins throughout, 12-point Arial font, and should be double-spaced. Please hand them in stapled in the upper left-hand corner—no binders or report covers, please.

Online course material: Project instructions and sample exams are available through our course website at Blackboard. To access Blackboard, go to *www.blackboard.ou.edu*. The default password is your OU ID number with

no dashes. I suggest you change your password once you have logged in. Once you log in, choose Leadership (MGT4710) from the "Courses I Am Taking" section. I rely heavily on electronic media for this course using electronic mail and our course website administered through Blackboard. Therefore, you need to check your email on a daily basis as well as accessing Blackboard for course material and announcements. Often instructions for class preparation, extra credit assignments, and other useful information will be sent to you via email or through Blackboard announcements. When I send email messages to our class, I will use the distribution list provided by OU, which utilizes the standard OU format (your "dotted name" address, which is firstname.middleinitial.lastname-1@ou.edu). You are responsible for forwarding your OU mail to a different email account if you have another account you prefer to use. You can go to *http://www.ou.edu/helpdesk*, click Account Administration, select Change the Post Office That Handles My Email. You will be prompted to enter your User ID and password. Enter the new email address in the Forward My Mail To the Following Post Office blank. Reenter password and select Change. If you need assistance, you can call 325–4636 (325–INFO).

Academic dishonesty: Any case of academic dishonesty will result in a grade of F for the course. This course will be run according to my general policy and is consistent with the University of Oklahoma Academic Misconduct Code. Therefore, the use of unauthorized material, communication with fellow students during an examination or quiz, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination, case, exercise, or other course assignment or requirement is unprofessional and unacceptable. Cheating on examinations, plagiarism, improper acknowledgment of sources in papers and Web projects, and the use of a single paper/project in more than one course are considered exceptionally serious offenses and shall result in a failing course grade and in the most serious additional disciplinary actions allowed by the University. To get more information about the University of Oklahoma Academic Misconduct Code, go to *http://www.ou.edu/studentcode/miscode/index.html*.

Students with disabilities accommodations: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

CHAPTER 3

ALL MY BEST (LEADERSHIP) THOUGHTS WERE STOLEN BY THE ANCIENTS

Maria Nathan
Lynchburg College in Virginia

INTRODUCTION

Emerson said it first—all my best (for me—leadership) thoughts were stolen by the ancients. Throughout my years of early education I read these great works by great thinkers. And now in my middle years I return to them as I have come to teach at a college that is rooted in the liberal arts tradition. I was asked to teach a course shortly after I arrived, "Leadership and the Classics." This course brought me back to the rich academic experiences of my earlier years, and proved to be precisely what I had been seeking: a means to convey the timelessness of the leadership topic, insightful, personalized, and filled with inspiration. Ah, the classics.

This chapter describes my experience teaching a senior-level undergraduate leadership course for which classical works play an integral part. The classics are here defined as earlier works of human exploration that have been given a privileged status of timelessness over the years. This chapter's purpose is to share my teaching experience in hopes that it might prove

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useful to the reader/educator seeking fuller and more creative uses of the classics in leadership education.

In this chapter the broader College and School of Business and Economics contexts for this course are established, then the course, its objectives, texts, and schedule of assignments are described. A topic-by-topic discussion of critical leadership themes is then covered using excerpts from a broad assortment of works that have withstood the test of time. The course, its intent, its content and process, and its end results will be critically evaluated. Finally, the "value added" aspect of a classics-based approach to leadership education is discussed.

CONTEXT

This course is housed within the School of Business and Economics of a small, private college in the southeast United States, Lynchburg College in Virginia. The inception of this course in particular is largely credited to the school's dean and fellow faculty who, through the years, have sought ways to make the school's curriculum reflect the college's almost 100-year liberal arts tradition more directly. This course offering is part of a special program, the Lynchburg College Symposium Readings (LCSR), that is devoted to underscoring the college's mission throughout the curriculum. The LCSR program's mission is stated as follows:

> Our mission is to foster interdisciplinary study by all students to read from the classics and write and to speak about them in the context of contemporary society throughout their four years at Lynchburg College. Further, we aim to work to partnership with our students, both inside and outside the classroom and to encourage them to take responsibility for their learning. Finally, the program seeks to create an atmosphere of shared learning within the college and beyond, therein fostering an academic climate conducive to teaching and learning. (Lynchburg College Symposium Readings, in Husted, 1998)

The LCSR program involves the classics as they apply to fundamental themes such as "Poverty and Wealth," "the Nature of the Universe," "Imagination and Creativity," "Human Nature," and "Faith and Morals," among others. For example, within the volume "Faith and Morals" can be found Buddha's *The Buddhist Path of Deliverance*, within the volume, "Tyranny and Freedom" can be found Machiavelli's *The Prince*. Tolstoy's moving treatise on the leader as history's slave can be found under the "Tyranny and Freedom" theme. Courses in fields as diverse as mathematics, business, English, and economics have all used this approach under the auspices of the LCSR program. In the course schedule, they are signified as LCSR courses, thus

informing students that classics will be integral to the course and congruent with the LCSR program's mission and goals.

THE COURSE

The course syllabus can be found in the Appendix of this chapter. Particular goals of the course are as follows:

1. Differentiate between leadership and management.
2. Analyze and understand their personal leadership abilities via a self-assessment instrument.
3. Demonstrate effective communication skills such as speaking, listening, and writing.
4. Recognize leadership themes and leadership characteristics found in personalities from classical readings.
5. Apply problem-solving and critical thinking techniques to leadership dilemmas.

The course texts and other assignments are detailed below:

Texts, diverse other readings, films, and Internet research. The course utilized several texts and additional readings that were placed on reserve (including excerpts from historical biographies such as Lansing's [1959] or Murrell and Capparell's [2001] account of Ernest Shackleton's British Antarctic expedition in 1907–1909 and Hayward's [1998] book on Winston Churchill's leadership). The reference list for this chapter serves as an excellent reading list for this course. The texts used were J. Thomas Wren's (1995) *The Leader's Companion*, selected cases from the Hartwick Classic Leadership Cases Series, including *Jesus Christ* and Sun Tzu's *Art of War*, and *LCSR* volumes (University Presses of America). Several films and film excerpts were used, including *Dead Poet's Society* (starring Robin Williams) and PBS films on Gandhi, Mother Theresa, and Henry Ford. The Internet readily provided a wealth of material on each of the historical leaders who were featured in the syllabus. Background material on Aristotle, Plato, Machiavelli, Lao Tzu, Buddha, and W. E. B. DuBois were readily available via MSN.com. For example, an MSN.com search for information on Gandhi was especially rich, including one web site featuring pictures from throughout Gandhi's lifetime and another depicting his key historic moments in cartoon form.

Among the classical readings chosen were the following:

Reading	*Student Exercise*
Tolstoy's *Rulers and Generals are History's Slaves*	Students estimated how much of a leader's greatness was a function of the person vs. the environment.
Plato's *Until Philosophers are Kings*	Students considered what quality of character makes for a fine leader.
Machiavelli's *The Prince*	Students reflected upon this centuries-old piece of political advice.
Lao-Tzu's *Tao Te Ching*	Students explored an Eastern approach to leadership; some found several of the concepts too foreign for the U.S. context.
Mohandas Gandhi's *Satyagraha*	Students contemplated a leader's personal values and how they come into play in day-to-day workplace activities.

Modern Business Leader Analysis. For 20% of the final grade, students were assigned the task of conducting a Modern Business Leader Analysis in which they compared a current business leader's life and quality of leadership with those of some of our classical writers. For example, students could choose from among *Fortune's* Most Admired Leaders List, which over the years has included a diverse assortment of individuals such as Tom Watson, Jr., Alfred P. Sloan, Andy Grove, Michael Dell, and Bill Gates. They could choose from the "Book of Leadership Wisdom: Classic Writings by Legendary Business Leaders" (Guyer, 2001), including excerpts from Michael Eisner on creativity or Robert Goizueta on the purpose of business. A detailed rubric (attached) was provided to students that required them to write a 5- to 6-page paper in which they would explore the leader's early years, personality, and leadership experiences; subordinates' views on the quality of this person's leadership; and the leader's career accomplishments. This leader's life, perspectives, and accomplishments were then compared and contrasted with those of three of our historical leaders.

Leadership self-assessment. Throughout the course, students were given self-assessment instruments for diverse leadership traits such as Machiavellianism, transformational and transactional qualities, need for achievement, and need for power. Although students could use these self-assessment instruments in their final report, one particular, validated leadership instrument was chosen for the formal assignment (20% of the grade). A leadership assessment instrument developed by Drs. William Rosenbach, Marshall Sashkin, and Fred Harburg (1996) was used. It is based on transformational leadership theory, and was judged ideal because of its ability to permit the test taker to use results for self-discovery and growth. Students and three other individuals who know them (boss, coach,

teacher, roommate, parent, sibling, etc.) were to each answer a 50-question profile on the student and his/her qualities as a leader. Students were given a written rubric closely based upon Rosenbach and colleagues' work and that would require that they think deeply about themselves as leaders. Questions asked included, "What, if anything, surprised you about the scores others assigned to you?" "Take your three lowest scores and consider what they are telling you about yourself?" "Take your lowest score and discern its implications for your leadership, then think of a person whom you believe is strong on this score. Consider how you might work to become more like this person in this respect." The rubric for this assignment can be found in the Appendix.

Role-playing exercise. For 20% of the final grade, each student was to select a historical (or other approved character) from the LCSR or other readings and role play or reenact a scene or moment in history when the character spoke on leadership or demonstrated his/her leadership skills. The scene or moment was expected to last between 3 and 5 minutes. An appropriate costume would add to the effect and students were encouraged to use their theatrical speaking skills. Students were encouraged to explore the background of the leader in order to play the role of the leader more accurately and more convincingly. For example, background information about Charles De Gaulle could be highly useful to the student wondering how to portray him. According to Richard Nixon, De Gaulle "understood the role of theater in politics, and his meetings with the press (a thousand at a time!) were like audiences with royalty. He staged them in great and ornate halls, and he deftly crafted public statement that would be understood differently by different groups. Behind (this facade) was a man of incandescent intellect and a phenomenal discipline" (Nixon, 1982, p. 60). Thus, it becomes easier for the student to convince others that s/he "was" De Gaulle—at least for that brief 3- to 5-minute period. Others from the class could be drafted to assist and, if appropriate, a team presentation could be done where two characters from history met to discuss their ideas on leadership. For example, one student team took critical moments in the leadership lives of an angry Malcolm X and a loving Martin Luther King. One student played each character. During this brief performance, the students, attired in somber suits and affecting the general mannerisms of each leader, had positioned their podiums facing one another. Although the words were from each leader's speech archives, the speeches were interwoven into a powerful and thought-provoking debate/conversation between the two men.

Film case analysis. Discussion questions were first distributed to students. topics. themes (see attached sample set of discussion questions). The haunting film, *Dead Poet's Society* was viewed during class time. During the next class period, the film, the characters, the situation, and the interac-

tions of these three leadership fundamentals were discussed. This was a cumulative case analysis, meaning that all topics discussed up to the point of the film were reviewed, including trait and behavioral theories of leadership, transformational and transactional leaders, situational theories of leadership, the leader as a servant of the followers, and followership. The movie was chosen because it was emotionally charged. This would permit students to more readily access their feelings and unrecognized assumptions about leadership, not just test their comprehension of particular theories and models of leadership process and content.

Ropes adventure course. Toward the end of the semester, a ropes course was used to add an experiential component to the students' learning about leadership and teams. Using a chapter from a book about Ernest Shackleton and his Antarctic exploration, the professor and the college's Experiential Learning Center planned several exercises that would allow the students to experience various leadership, team, and followership concepts by way of four outdoor experiential exercises. The class met on a Sunday afternoon in a forest setting owned by the college. The exercises were designed to "transport" us back in time to the freezing Antarctic and its adverse weather circumstances. After the exercises, the students were engaged in a challenging analysis of what happened and how it related to course concepts.

Comprehensive case-analytic final. For 20% of the final grade, an in-depth case analysis of a historical figure was conducted. Using a Hartwick Case Series analysis of Jesus Christ, the comprehensive case final challenged students to integrate what they had learned throughout the class. Questions, essay in nature, asked students to consider, "Was Jesus a good leader?", "What were his special strengths?, What is the nature of his relationship with followers?", "How did Jesus motivate his followers?", "Why do you believe that Jesus' influence as a leader remains so strong so many years later?", "Can modern business leaders follow Jesus' example and be effective today?" The course requirements have been discussed, clarifying how the classics were used throughout the semester. Next, the specific ways in which the course's classical materials served to convey leadership's *timelessness, inspiration, and deeply personal qualities* are explored corresponding with critical leadership themes.

A CLASSICS APPROACH TO CRITICAL LEADERSHIP THEMES

Another way to convey the quality of experience that the classics approach to leadership brings is to explore critical leadership themes addressed during this course. The themes themselves are timeless in quality because they

have been the preoccupation of Aristotle and Plato, Confucius and Lao Tzu, as much as leadership in today's times. It is the persistence of these themes that suggests their timelessness.

Theme 1: What is Leadership?

Over the years, researchers have defined the term in diverse ways. Consider several definitions:

1. The creative and directive force of morale (Munson, 1981).
2. The presence of a particular influence relationship between two or more persons (Hollander & Julian, 1969).
3. Directing and coordinating the work of group members (Fiedler, 1967).
4. An interpersonal relationship in which others comply because they want to, not because they have to (Merton, 1957).

The matter of definition is frequently experienced as quite abstract to the student. Again, great lives lived well sweep into the classroom using the classics approach, and bring with them a much-needed concreteness. For example, wisdom from Munson's (1981) definition—the creative and directive force of morale—could spark students' insight when they peer into the life and inspired words of Winston Churchill:

> It is the hour, not for despair, but for courage and rebuilding; and that is the spirit which should rule us in this hour. Meanwhile, never flinch, never weary, never despair. (Hayward, 1998, p. 116)

Churchill's unbounded optimism touched the lives of those who followed and served to uplift their morale in adverse circumstances. Similarly, consider Merton's (1957) definition of leadership: "others comply because they want to." Words spoken about General Robert E. Lee by Stonewall Jackson: "So great is my confidence in General Lee that I am willing to follow him blindfolded." (Daniels, 1893, p. 357)

Theme 2: Is Leadership Innate or Learned?

Aristotle contested that "men are marked out from the moment of birth to rule or be ruled." Plato maintained: "There will be discovered to be some natures who ought to study philosophy and to be leaders in the State; and others who are not born to be philosophers, and are meant to be fol-

lowers rather than leaders" (in Wren, 1995, p. 63). Does leadership training and development have a chance? Students might contemplate what Thomas Carlyle, Scottish historian and essayist, suggested with the following provocative opinion:

> Find in any country the Ablest Man that exists there; raise him to the supreme place, and loyally reverence him: you have a perfect government for that country; no ballot-box, parliamentary eloquence, voting, constitution-building, or other machinery whatsoever can improve it a whit. It is in the perfect state; an ideal country. (in Wren, 1995, p. 54)

Theme 3: What Are the Qualities of a Great Leader?

Traits refer to recurring regularities or trends in a person's behavior (Hogan, 1991). The trait approach argues that people behave the way they do because of the strengths of the traits they possess. Despite over 18,000 trait-related adjectives, research has shown that most of the trait-like terms people use to describe others' behavioral patterns could be categorized into five broad personality dimensions (Hogan, 1991). The Big Five Model of Leadership traits considers five qualities as fundamental to the character of the leader:

1. Surgency: dominance, need for power, extroversion.
2. Agreeableness: collegiality, compassion, warmth, empathy, need for affiliation.
3. Dependability: organization, credibility, conformity, need for achievement.
4. Adjustment: steadiness, self-acceptance, emotional stability, self-control.
5. Intellectance: openness to experience, imagination, open minded, curious.

A student exercise had the following three quotes descriptive of three historical leaders, each placed on a transparency. The assignment was for the class to examine each of the three descriptions and count how many of the Big Five Traits they could find. A reading taken from a classical work by Thomas Jefferson about George Washington is as follows:

> Having formed our acquaintance of 30 years. "I think I know General Washington intimately and thoroughly, and were I called on to delineate his character, it should be in terms like these: His mind was great and powerful, without being of the very first order; his penetration strong though not so acute as that of a Newton, Bacon, or Locke. As far as he saw, no judgment was

ever sounder. It was slow in operation, being little aided by invention or imagination, but sure in conclusion." If deranged during a course of action, if any member of his plan was dislocated by sudden circumstances, he was slow in re-adjustment. He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was prudence...every circumstances, every consideration, was maturely weighed; reframing if he saw a doubt but, once decided, going through with his purpose, whatever obstacles opposed. His integrity was most pure, his justice the most inflexible I have ever known, no motives of interest or consanguinity, of friendship or hatred, being able to bias his decision. On the whole, his character was, in its mass, perfect, in nothing bad, in few points indifferent; and it may be truly said that never did nature and fortune combine more perfectly to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance. (Kochan & Peden, 1998, p. 164)

An example taken from the biography of Robert E. Lee is as follows:

Valor is the strength of mind and spirit that builds bravery in the face of danger. It is a word that captures the character of General Robert E. Lee, commander of the Confederate Army of North Virginia. Lee was the epitome of dedication to duty, responsibility, and integrity, and his life was characterized by integrity, dignity, kindness, courage, self-confidence, humility, and faith. He was a model leader. He was a foe without hate, a friend without treachery, a soldier without cruelty, and a victim without memory. He was a public officer without vices, a private citizen without wrong, a neighbor without reproach, a Christian without hypocrisy, and a man without guile (written by a Southern political leader contemplating Lee's death, in Jones, 1893)

A final example is to be found in a biography of Winston Churchill:

Churchill's courage was evident from his earliest days as a young lieutenant in the army. Maurice Hankey, cabinet secretary during World War I, wrote, "we owed a good deal in those early days to the courage and inspiration of Winston Churchill who undaunted by difficulties and losses, set an infectious example to those of his colleagues who had given less thought than he, indeed any thought at all, to war problems. The key to Churchill's courage was his unbounded optimism. Only an optimist can be courageous because courage depends on hopefulness that dangers and hazards can be overcome by bold and risky acts." (Hayward, 1998, p. 115)

Theme 4: Are Leaders But History's Slaves?

Russian novelist Leo Tolstoy asserts, "Man lives consciously for himself, but is an unconscious instrument in the attainment of the historic, univer-

sal, aims of humanity the higher a man stands on the social ladder, the more people he is connected with and the more power he has over others, the more evident is the predestination of inevitability of his every action" (in Wren, 1995, p. 58). A variation on this question has been asked by modern leadership researchers as well: Do leaders really make a difference in others' lives or do the groups they lead achieve better results? How much of an organization's performance can be credited to the direction of the leadership? Do we romanticize leadership too much?

Theme 5: Are the Qualities of a Great Leader the Same for All Cultures?

Would a great leader be a great leader not just independent of the time he lives, but the particular place where he lives geographically? Hofstede suggests: "There is no such thing as universal management theories: there are truths on this side of the Pyrenees which are falsehoods on the other" (in Wren, 1995, p. 254).

Students were exposed to thoughts both of Western and Eastern leaders. For example, Eastern leaders included Gandhi, Lao Tzu, and Sun Tzu. Students initially found it difficult to comprehend the full reason for Gandhi's Satyagraha "Passive resistance, that is, soul force, as matchless. It is superior to the force of arms. How then can it be considered only a weapon of the weak" (in Wren, 1995, p. 72). "Kings will always use kingly weapons. To use force is bred in them. They want to command, but those who have to obey commands do not want guns, and then are in a majority throughout the world. They have to learn either body force or soul force" (p. 73). When pushed to think how this would work in American business, students often struggled to understand the power of passive resistance. For another example, Lao Tzu's *Tao Te Ching* was favored by the students once they felt comfortable with the meanings of the various metaphors: "The wise leader is fluid like water: Consider water: water cleanses and refreshes all creatures without distinction and without judgment; water freely and fearlessly goes deep beneath the surface of things; water is fluid and responsive; water follows the laws freely" (in Wren, 1995, p. 70). It becomes clearer to students not just that people from other hemispheres may approach the leadership challenge in distinct ways, but that the students themselves can take these perspectives and conceivably be better leaders than those who go before them.

Theme 6: What are the Behaviors of a Great Leader?

A behavioral approach to leadership enables leadership students to focus upon concrete and specific examples of leader behavior. Early studies of leader behaviors such as the Ohio State University and University of Michigan studies found two fundamental dimensions of leadership behavior: initiating structure (task-centered behaviors) and consideration (employee-centered behaviors) (Stogdill & Coons, 1957). In general, leaders exhibiting a high level of consideration had more satisfied employees and leaders who exhibited high task orientation behaviors often had a higher performing work unit if the group faced relatively ambiguous or ill-defined tasks. Findings in general suggest that there is no universal set of leader behaviors always associated with leadership success (Bass, 1990). Successful leaders are those who can adapt their leader behavior to meet the needs of the followers and the particular situation. In managing for effectiveness, a leader must be able to diagnose his own leader behavior in light of his/her environment (Hersey & Blanchard, 1969).

So what do our classical writers have to say about appropriate behaviors of a leader? Goethe advises to "treat people as though they were what they ought to be and you help them become what they are capable of being." What behaviors are implied by this famous quote by Goethe? Students listen to the behavior-focused counsel of Ernest Shackleton (in Murrell & Capparell, 2001): Set clear standards, expect the best, pay attention, personalize recognition, tell the story "I heard something good about you," celebrate together, set the example. Students are asked what behaviors are implied in Shackleton's view. Yet another leader, Robert E. Lee recommends: "As a general principle, you should not force young men to do their duty, but let them do it voluntarily and thereby develop their characters. Make no needless rules" (in Freeman, 1934, p. 467). Lee also said, "Do your duty in all things. You cannot do more—you should never wish to do less" (in Gragg, 2001, p. 18). Thus, Lee's focus on behavioral leadership methods was a natural part of his leadership and demeanor.

Theme 7: Are There Unique Challenges for Female Leadership?

The glass ceiling, male–female pay inequity, and impossible work–home balance issues, are among the issues discussed in this segment.

Theme 8: What Does A Great Leader Do About Mistakes and Failure?

We can create Herculean images of our leaders, but they will necessarily make mistakes and fail. If students recognize this, they may not be so fearful of venturing out; when mistakes and failures occur, students can be primed to handle them with grace and wisdom. We should have a veritable "museum of mistakes" at the disposal of leaders and leadership aspirants. Maybe we are not there yet, however. In the words of Attila the Hun,

> You must recognize and accept that your greatness will be made possible through the extremes of your personality—the very extremes that sometimes make for campfire satire and legendary stories.... You must be willing to accept the simple fact that you have flaws and will need to work every day to become a better chieftain than you were yesterday. (Roberts, 1987, pp. 26, 28)

Few great leaders seem to have escaped failure at one point or another in their careers. One less notorious leader's life permits another example:

> Lee was accused of various failures: failing to employ defensive tactics at Gettysburg, focusing too much on the defense of Richmond, failing to reprimand or motivate subordinates, declining command of Federal forces in the war's opening days and other retrospective condemnations. Yet remains one of America's most admired military leaders.

Other themes are addressed during this course as well, including the relationship of spirituality to leadership, female leadership, followership, and the leader's team. At the time of this writing this course has become an established course in the business administration major curriculum. It has been an enjoyable course to teach due to the rich and varied readings and exercises. Its merits are numerous, including that it brings the LCSR mission into a senior-level business course. This reminds students what the liberal arts tradition represents and what it is capable of bringing forth within each of them. What follows, however, is a discussion of several distinct benefits of this course, independent of its connection to higher education in the liberal arts tradition.

THE DISTINCT VALUE ADDED OF THE CLASSICS APPROACH TO LEADERSHIP

The classics are used in a leadership course as a means to inspire students while providing them with a more deeply personal approach to leadership theories and applications. These are not the traditional business classics

such as Fayol or Thompson or Taylor, but a more broadly defined set of classical works that have something important to say and demonstrate about leaders and leadership. Altogether, the readings and exercises were designed to permit students to consider how they themselves might commence their own journey along the path toward leadership greatness. In particular, this approach was found to have distinct value added in terms of the qualities of character and consciousness it could foster within the students themselves. Below are six distinct features of this course approach.

Penetrating insights into leadership definition, theory, and practice. The numerous examples found in the text, historical biographies, other readings, films, cases, exercises, and discussions were chosen so as to make the leadership experience more meaningful and interesting to students; in turn, the students would likely want to spend more time with the material. Their comprehension could then reach to greater depths. For example, when Gandhi said, "I am their leader; therefore I must follow," students began to recognize just how receptive the leader must be to the intentions of followers. For another example, Lao Tzu likened the leader to a midwife: "Remember that you are facilitating another person's process. It is not your process. Do not intrude. Do not control. Do not force your own needs and insights into the foreground" (in Wren, 1995, p. 71). Students could recognize that leadership requires that the person in charge be emotionally mature. This fact of deeper insights was ascertained in class discussions, written assignments, and midterm and final exams.

Global leadership consciousness. While students could marvel that the wisdom of Lao Tzu, Sun Tzu, Buddha, and Gandhi could be brought to bear on current discussions of Western leaders and leadership, they also encountered much turbulence as they sought to assimilate some of the ideas. For example, most of the students resisted Gandhi's Satyagraha as impractical for the Western workplace predicament of conflict with one's fellow workers. Acceptance of such foreign concepts renders students more broad-minded future leaders.

Respect for the timelessness of the leadership discussion. Comic said it quite well: "The study of the classics frees us from the immediate present, exposes us to voices that do more than duplicate our own, and enlarges the horizon of theoretical alternatives beyond the finite bounds of current possibilities" (1997, p. 6). Plato and Aristotle asked these very same questions that we again asked in class. Maybe their contemporaries argued with them just as we do today, Perhaps there is something unique and new about leadership today. Technology, globalization, education of the masses have all played their part in equipping us to be far more worldly in our grasp of leadership complexities. If we have been probing for so long, then why don't we have all of the answers yet? With all of these years of contemplation, can we say that our leaders are in fact better than they ever have

been? Or perhaps, leadership is timeless in the same sense that parenthood is timeless.

Regard for leadership as a sacred trust. In current leadership publications, experts have talked about Servant Leadership (Block, 1998), Principle-Centered Leadership (Covey), and Transformational Leadership (McGregor Burns, in Wren, 1995). Consider this description of transformational leadership: "It occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. The purpose, which might have started out as separate but related, as in the case of transactional leaders, become fused" (McGregor Burns, in Wren, 1995, p. 101). "Transformational leadership has a nobility in Burns' description that suggests very desirable and attractive characteristics of the person who incarnates it. The transforming leader shapes, alters, and elevates the motive and values and goals of followers" (Cuoto, in Wren, 1995, p. 103). Consider one additional excerpt from the biography of General Robert E. Lee:

> Even amid the coarseness of wartime, R. E. Lee projected a natural dignity. He was not aloof, those who knew him praised him for his personal warmth. His manner, however, was distinctly reserved. He did not appear pompous or self-righteous; he simply projected a sense of dignity that seemed to promote a high standard of conduct from those in his company. His presence, observed a contemporary, "possessed that grave and simple majesty which commanded instant reverence and repressed familiarity; and yet so charmed by a certain modesty and gracious deference that reverence and confidence were ever ready to kindle into affection. It was impossible to look upon him and not recognize at a glance—a man created great and good.

Leadership, if fully accepted for its capacity to create good, is a sacred trust that a leader accepts.

Self-insights. Students learned about themselves through the various leadership self-assessments, their choices of and performance in a role-play exercise, their access to great thoughts on leadership, and in general assignments that emphasized the exercise of critical thinking (and feeling) skills. For example, the students had read W. E. B. DuBois's *Talented Tenth.* Briefly, DuBois suggests that "the Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes, must first of all deal with the talented tenth; it is the problem of developing the best of this race that they may guide the mass away from the contamination and death of the worst, in their own and other races" (in Wren, 1995, p. 78). Upon some reflective discussing, students broaden the generalizability of DuBois's work to their own lives. In fact, most students were able to relate to the call for the top (10%) talent among a group to pull up the rest by their good example, intelligence, and awareness. One

student recalls that an uncle was the first to go to college and thus set the tone for the rest in that family. Depth of student self-insight was ascertained in particular in students' various written self-assessments throughout the semester as well as class discussions.

Transfer of training. This course emphasized that leadership pertained to home, community, school, and church, not just managers at work. Cases were not just about the work setting, but varied leadership contexts (such as in *Dead Poet's Society*, or the Hartwick Case Analysis of Jesus Christ and his disciples). Students were also frequently encouraged to draw upon their direct and indirect leadership experiences (sorority, club, church, etc.) as a means to foster not just deeper insights into the phenomenon of leadership, but to foster transfer of training beyond the classroom. The classics approach promoted this much-desired transferability by choosing leaders from political, religious, military, and business settings, but also taking often intimate vignettes from the personal lives of these people. The following excerpt, again from the life of Robert E. Lee, serves as an example:

> Lee governed his life through self-discipline. Throughout his life he practiced self-denial. It was not unusual for an officer to keep a stock of fine liquor; Lee's beverage of choice was chilled buttermilk. Many officers dined well in the field; Lee chose soldier's rations. Some commanders surrounded themselves with the trappings of power. Lee dressed modestly and exercised command with a small, well-selected staff. He chose his words and his associate with care, and his actions refuted the wisdom borne of discipline. Few leaders have forced such challenges as confronted Lee during the War Between the States. Yet, he mastered most situations—perhaps because he had first learned to master himself. (Freeman, 1934, p. 170)

CONCLUSION

In conclusion, for every year traveled back in time, and for every continent traversed in search of leadership wisdom, the classics approach to leadership education gave distinct and meaningful classroom experiences. The *inspiration* of the ages blew through the classroom, perhaps shaping the aspiration levels of those in attendance; the *timelessness* of the topics forewarns students that no matter how much they think they are learning, leadership by its very complex nature will be a demanding challenge for them as they confront various and sundry real-world problems and predicaments over the years. They will need to meditate on these same themes throughout their lives, not just in the classroom. The *personal* quality of the leader accounts demonstrate to students that the leadership challenge does go beyond the workplace. A fine leader is one not just in the workplace, but in

the community and home front as well. The course was not just a positive, often moving experience for the students, but for the professor as well.

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APPENDIX

Class Syllabus and Course Materials

SYLLABUS: Senior Seminar, Leadership and the Classics

Instructor: Dr. Maria L. Nathan

Course Description

This course studies the concepts and techniques of effective leadership. The classics will be used as a resource to gain insightful knowledge into how these concepts and techniques of leadership work in a business environment.

Course Objectives

Upon completion of the course the student will be able to:

1. *Differentiate* between leadership and management.
2. *Analyze* and understand their personal leadership abilities.
3. *Demonstrate* effective communication skills such as speaking, listening, and writing.
4. *Recognize* leadership themes and leadership characteristics found in personalities from classical books.
5. *Apply* problem-solving and critical thinking techniques to leadership dilemmas.

Required Texts and Cases

Wren, J. T. (1995). *The Leader's Companion.* New York: Free Press.

Selected cases from the Hartwick Classic Leadership Cases series. Oneonta, NY: Hartwick College, Hartwick Humanities in Management Institute.

LCSR volumes

Lussier, R. N., & Achua, C. F. (2001). *Leadership: Theory, Application, and Skill Development.* South-Western College Publishing, Thomson Learning.

Readings on reserve in the LC Library

Blackboard Website

http://www.lynchburg.edu/blackboard/courses/BUAD465

Please note: Some course materials, announcements, and other resources are available to you on the course website. Please log on to the site immediately. Your username is your last name and first initial (e.g., Nathan_M). Your user identification is your social security number. You should check the Web site frequently as announcements, schedule changes, or other timely matters will appear there. Please let the instructor know if you are experiencing difficulties with accessing or using Blackboard.

Methods of Evaluation

Personal Leadership Analysis	(20%)	
Modern Business Leader Analysis	(20%)	
Role-Playing Exercise	(20%)	
Midterm Exam/Final Exam	(40%)	(20–20)
Total	(100%)	

Letter grades for the course are determined according to the scale below:

A+	97–100	B+	87–89	C+	77–79	D+	67–69
A	93–96	B	83–86	C	73–76	D	63–66
A–	90–92	B–	80–82	C–	70–72	D–	60–62

Attendance Policy

Daily attendance is expected. Two points will be subtracted from the final grade for more than two unexcused absences.

Behavior

Courtesy and respect are expected. Arrive on time, pick up after yourself, etc.

Avoid poor manners and disruptions, such as loud talking.

Honor Code

The Honor Code detailed in the Hornet Handbook is in effect.

Assignments

Role Playing: Each student must select a historical character (or other approved characters) from the LCSR Readings and role play or reenact a scene or moment in history when the character spoke on leadership or demonstrated his/her leadership skills. The scene/moment must be no more than 10 minutes total time. An appropriate costume would add to the effect and students are encouraged to use their theatrical speaking skills to maximize points. Others from the class can he drafted to assist and if appropriate a team presentation could be done where two characters

from history meet to discuss their ideas on leadership. (See attached Role Playing rubric for this assignment.)

Modern Business Leader Analysis: Students must select a current business leader from Fortune's "Most Admired" list. High-profile leaders include Jack Welch (GE), Bill Gates (Microsoft), Michael Eisner (Disney), Andy Grove (Intel), Herb Kelleher (Southwest Airlines), Michael Dell (Dell Computers), Warren Buffet (Berkshire Hathaway), and Lewis Pratt (Merck). Other modern business leaders can be selected with prior approval of the instructor. The paper should be between 5–7 pages, not including a reference page (papers should have footnotes or other references). The paper should analyze the skills of the leader and compare and contrast the leadership to historical leaders who demonstrated those skills. The use of examples is critical in this paper. (See the attached rubric for this assignment.)

Personal Leadership Analysis: Each student will complete the leadership self-assessment provided by the instructor. The results of this survey will be summarized and the student will use the results to analyze their state of readiness for future leadership roles. Papers will be 4–5 pages. (See attached rubric for this assignment.)

Midterm and Final Exams: The midterm and final exams will cover all material up to the point of the exams. Exams will be essay in nature and could include cases.

Table 3.1. Tentative Course Outline
BUAD465: Leadership and the Classics

Date	*Topic*	*Reading/Assignment*
1/14/02 (T)	Introduction	
1/16/02 (Th)	What is Leadership?	Wren, pp. 1–23
1/21/02 (T)		Wren, pp. 25–43
1/23/02 (Th)	Is Leadership Innate or Learned?	Plato, Aristotle
1/28/02 (T)		Carlyle Wren & Swatez, pp. 245–252
1/30/02 (Th)	Historical Views of Leadership	Machiavelli to Martin Luther King
2/04/02 (T)		Bass (Wren), DuBois
2/06/02 (Th)	Qualities of a Great Leader	Lussier/Achua, pp. 30–57
2/11/02 (T)	Hogan (to be distributed) Washington, Lee, Churchill	
2/13/02 (Th)	Behaviors of a Great Leader Atilla the Hun	Lussier/Achua, pp. 66–96
2/18/02 (T)	Film: Dead Poet's Society	(see Blackboard Course Documents for Discussion Questions)

Table 3.1. Tentative Course Outline
BUAD465: Leadership and the Classics (Cont.)

Date	*Topic*	*Reading/Assignment*
2/20/02 (Th)	Contemporary Leadership Theory	Wren, pp. 81–99
2/25/02 (T)		Wren, pp. 102–107 Lussier/Achua, pp. 375–381
2/27/02 (Th)	The Leader and the Team	Wren, pp. 325–350 Wren, pp. 353–373 Modern Business Leader Analysis is Due Today
	03/02/02 to 03/07/02—Spring Break!	
3/11/02 (T)	Ropes Course w/Shackleton	Wren, pp. 353–373
3/13/02 (Th)	Are the Qualities of a Great Leader the Same for All Cultures?	Hofstede (in Wren), Lao Tzu
3/18/02 (T)	Gandhi Film	Gandhi
3/20/02 (Th)	Self Leadership	(reading to be distributed)
3/25/02 (T)	Midterm Exam	
3/27/02 (Th)	What Did They Do with Mistakes/ Setbacks? Atilla the Hun, Robert E. Lee	Leadership Self-Assesment Due Today
4/04/02 (T)	Women and Minorities in Leadership. Film Mother Teresa	
4/06/02 (Th)		Wren, pp. 149–181
4/11/02 (T)	Leadership Ethics	Burns (in Wren) Kidder (in Wren)
4/13/02 (Th)	Film: Boiler Room	
4/18/02 (T)	Discussion of Boiler Room	
4/20/02 (Th)	Putting it All Together Redefining Leadership for the Next Century	McFarland, Senn, Chidress (Wren)
4/25/02 (T)	Role Play	
4/27/02 (Th)	Role Play	
4/29/02 (T)	Course Wrap-Up	

LEADERSHIP SELF-ASSESSMENT

Written Paper Guidelines—Dr. Maria Nathan

You and two people you selected filled out your Leadership Profile from a validated leadership survey developed by Rosenbach, Sashkin, and Harburg (1996). You have now received the summaries and are ready to commence your self-analysis journey. It is hoped that the Leadership Profile helps you to become both a more informed student of leadership and a more effective leader. Improving and developing your leadership skills can give you a sense of personal fulfillment; it can also help you to create a better world. Here's hoping that your efforts make a positive difference as you forge your path in the world of business.

Don't hesitate to stop by and chat if you have questions or just want to reflect a bit.

—Dr. Nathan

1. What did your Leadership Profile reveal about you? What was most interesting about your results? Do you agree or disagree with what you found? (Worth up to 15 points.)
2. Select several scales on which your scores were relatively high and represent agreement between yourself and your observers. These scores represent areas of strength or assets, behavior and characteristics that have a positive effect on others. Try to determine how you can integrate these positive perceptions into your self-concept. You should also consider how you might expand the impact of your talents. Identify new projects, situations, or areas of endeavor where your strengths will likely lead to success. Really THINK about this. (Worth up to 20 points.)
3. Consider several scales on which your scores were relatively low and choose one or two that are important to you. Next try to determine specifically what you are doing or not doing in your leadership role that caused these scores. Identifying the causes may be difficult. You must be honest with yourself and may also need to solicit additional feedback from your observers. Finally, determine what specific actions you must take to improve your effectiveness in the areas you identified. It may be just a matter of changing your emphasis or focus or it may involve exhibiting different behavior, developing a different personal characteristic, or taking different strategic actions. Really THINK about this. (Worth up to 20 points.)
4. Identify and observe a "role model," someone who effectively demonstrates strength in areas where your scores were low. Determine

what it is this person does, how he or she actually behaves, to display these leadership strengths. Tell me about this person and his/her strengths and his/her behaviors. Then go practice these actions. NO, stop for a day and really practice these actions. What did you learn? (Worth up to 20 points.)

5. Do you think that the popular public, transformational leaders exhibit the behaviors, characteristics, or strategic actions measured by the Leadership Profile? Can you identify specific individuals? (Worth up to 15 points.)
6. Up to 10 extra points depending upon how well written the paper is (spelling, grammar, care taken to write the paper, etc.)

MODERN BUSINESS LEADER ANALYSIS

Written Paper Guidelines—Dr. Maria Nathan

Students must select a current business leader from *Fortune*'s "Most Admired" list. The current list includes Jack Welch (GE), Bill Gates (Microsoft), Michael Eisner (Disney), Andy Grove (Intel), Herb Kelleher (Southwest Airlines), Warren Buffet (Berkeshire Hathaway), and Lewis Pratt (Merck). Other modern business leaders can be selected with prior approval of the instructor. The paper should be between 5–7 pages, not including a reference page (paper should have footnotes or other references). The paper should analyze the skills of the leader and compare and contrast the leadership to historical leaders who demonstrated those skills. The use of examples is critical in this paper.

The following is a guiding framework that you can use in your Leader Analysis:

1. Briefly introduce the leader
   - early influences
   - personality
   - early leadership experiences
   - current leadership position
   - how s/he is described by others, especially followers
   - this person's skills as a leader
   - what effect his/her leadership seems to have on others
   - the effects of his/her leadership on the organization's performance
2. How does this leader compare to one other historical leader who also demonstrated these skills? How is this leader different than your historical leader?

3. Find and discuss four readings from the course syllabus that have helped you to understand this leader more fully. Remember that examples and references are critical. Don't hesitate to ask if you should have any questions.

LEADERSHIP AND THE CLASSICS ROLE-PLAYING ASSIGNMENT

Grading Criteria—Dr. Maria Nathan

1. A historical figure from the LCSR readings was chosen (10 points).
2. Role played or reenacted a scene or moment in history when the character spoke on leadership or demonstrated his/her leadership skills (the connection between the course and the presentation is made very clear) (15 points).
3. Scene or historical moment is a momentous one (15 points).
4. As much as possible, the presenter attempted to "become" the person s/he was portraying (by use of costumes, props, etc. (15 points).
5. Presenter explained in advance who this figure is, why s/he was chosen, and why this particular moment in time was chosen (20 points).
6. Use of articulation and theatrical speaking skills to enhance performance (15 points).
7. Presenter worked within the 10-minute maximum time limit for the presentation (10 points).

Remember to enjoy yourself while working on this project. Don't hesitate to ask if you have any questions.

—Dr. Nathan

LEADERSHIP AND THE CLASSICS

First Exam Sample Questions

1. How have leadership experts defined leadership? Do you think they have given us good ideas to help us to be better leaders?
2. What is your definition of leadership? Be as succinct, meaningful, and yet complete as you can. Explain why your definition of leadership is such a good one.
3. Compare the leadership wisdom of Tolstoy, Plato, and DuBois. Who do you think is right? Why?

4. Compare the leadership styles and effects of Gandhi, DuBois, and Buddha. Compare and contrast similarities and differences between them.
5. Compare and contrast Gandhi and Tolstoy. How are they the same? How are they different? Which person is more "practical"?
6. What is leadership and what is management? Compare and contrast the two terms.
7. Describe trait versus behavioral approaches to leadership. Which do you think is better?
8. List the benefits of classifying personality traits.

LEADERSHIP AND THE CLASSICS

Midterm Exam—Dr. Maria Nathan

1. Pick FIVE out of the following seven QUESTIONS and answer as fully as possible. Each question is worth 20 points.
2. How have leadership experts defined leadership? Do you see anything missing in any of their formulations? What is your definition of leadership? Why do you think that it is a good definition?
3. What is leadership and what is management? Compare and contrast the two terms. Which is more important to you as a manager? Why? Does each use different skills?
4. Compare the approach to leadership that Gandhi, DuBois, and Buddha take. In what ways are they similar? In what ways are they different? Whose perspective is most similar to your own? Why? Whose perspective is most dissimilar? Why?
5. Compare the approach to leadership that Gandhi, DuBois, and Buddha take. In what ways are they similar? In what ways are they different? Whose perspective is most similar to your own? Why? Whose perspective is most dissimilar? Why?
6. Briefly describe the perspective to leadership taken by Buddha, Lao Tzu, and Plato. Which of these do you believe is most useful and relevant to leaders in the United States? Why?
7. What is the trait approach to leadership? Describe two approaches to the use of traits in leadership study based upon our coursework. What are four fundamental limitations to the trait approach? How can these limitations be reconciled by the leader?
8. We discussed three process theories of motivation and three content theories of motivation. First, why does motivation figure in our dis-

cussion of leadership? Second, pick one from the process theory category and one from the content theory category. Describe each of the two theories, then explain how each may be used by a manager in a leadership position.

LEADERSHIP AND THE CLASSICS

Discussion Questions: Dead Poet's Society—Dr. Maria Nathan

Leadership

1. Is Keating a charismatic leader? What characteristics of the charismatic leader does he possess? What is his vision?
2. Is Keating a transformational leader? In what ways does he try to transform the boys? What is the significance of the term that Keating has students address him by, "Oh Captain! My Captain!"? Is Mr. Keating a successful leader?
3. Compare and contrast the leadership styles of Keating and Nolan. Is Mr. Nolan a successful leader?

Power

4. The concept of power underlies the basis of leadership in *Dead Poet's Society*. Power is the ability of a person to influence others to carry out directives. What is the basis of Nolan's power over the boys? Of Keating's power?

Motivation

5. There are several motivation theories that could be applied to a discussion of *Dead Poet's Society*. What is Keating's motivational style like? What theory seems to best explain his approach? What is Nolan's motivational style like? What theory seems to best explain his approach? Why do you think that they appear to use different motivation theories? Whose style do you prefer?

LEADERSHIP AND THE CLASSICS

Final Exam, Hartwick Case Analysis: Jesus and the Gospels —Dr. Maria Nathan

Be sure to answer all parts of each question. This exam should be typed, double spaced. Turn it in to me (either my mailbox, in person, or under

my office door) no later than the beginning of the formally scheduled exam time for this course. Good luck! Merry Christmas!

1. What do you think of Jesus as a leader? Use particular examples from the case and from the readings (worth 15 points).
2. In particular, how did Jesus motivate his followers? Use at least two examples from the case and two from the readings (worth 15 points).
3. How did Jesus' followers relate to him? What readings on followership help you to understand their relationship with him. Cite at least two followership readings in your explanation (worth 15 points).
4. You read a section of about 8 readings on the critical skills of the leader. Pick 4 of the readings and discuss Jesus' skills as a leader. Remember to take particular quotes from the case as well. Was Jesus a skilled leader in your estimation? (worth 15 points)
5. Do you think that Jesus is a good role model for a modern business leader to emulate? Remember to take quotes from the case to support your position (worth 15 points).
6. Compare and contrast Jesus and Mr. Keating from *Dead Poet's Society*. In what three ways are they alike? In what three ways are they different? (worth 10 points).
7. Use the article by Kirkpatrick and Locke (beginning page 133 in Wren) to conduct an assessment of Jesus' traits as a leader (see Figure 1, page 135). Remember to give specific examples from both the case and text (worth 15 points).

LEADERSHIP AND CLASSICS BOOK LIST:

Dr. Maria Nathan

Axelrod, A. (2000). *Profiles in Leadership: The Distinctive Lives of the Men and Women Who Shaped History.* Englewood Cliffs, NJ: Prentice Hall.

Bass, B. (1985). *Leadership and Performance Beyond Expectations.* New York: Free Press.

Bennis, W. (1994). *On Becoming a Leader.* New York: Addison-Wesley.

Conger, J. A. (1992). *Learning to Lead: The Art of Transforming Managers into Leaders.* San Francisco: Jossey-Bass.

DePree, M. (1989). *Leadership is an Art.* New York: Dell.

Hartwick Classic Leadership Cases, Hartwick Humanities in Management Institute. Oneonta, NY: Hartwick College.

Hesselbein, F., Beckhard, R., & Goldsmith, M. (1999). *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era.* San Francisco: Jossey-Bass.

Kouzes, J. T., & Posner, B. Z. *Encouraging the Heart: A Leader's Guide to Reward and Recognizing Others.* San Francisco: Jossey-Bass.

Kragness, M. E. (1994). *Dimensions of Leadership Profile: An Approach to Understanding and Developing Effective Leaders.* New York: Inscape.

Krass, P. (Ed.). (1998). *The Book of Leadership Wisdom: Classic Writings by Legendary Business Leaders.* New York: Wiley.

Lynchburg College Symposium Readings: Classical Selections on Great Issues. (1993). Baltimore: University Press of America.

Machiavelli, N. (1513/1962). *The Prince.* New York: Mentor Press.

Murrell, R., & Capparrel, C. (2001). *The Heart of the Antarctic: Being the Story of the British Antarctic Expedition: 1907–1909.* New York: Carroll & Graf.

Rosenbach, W. E., Sashkin, M., & Harburg, F. (1996). *The Leadership Profile: On Becoming a Better Leader.* Seabrook, MD: Ducochon Press.

Wren, J. Thomas (1995). *The Leader's Companion: Insights on Leadership through the Ages.* New York: Free Press.

CHAPTER 4

THE "CHALLENGES" OF LEADERSHIP

Assumptions, Concerns, Problems, and Recommendations Regarding the Use of Leadership Challenge Activities in MBA and Executive Leadership Development Courses

Jeffrey A. Miles
University of the Pacific

INTRODUCTION

Over the last 20 years, corporate interest in leadership has skyrocketed all over the world. Leadership development has become a major concern for most every organization. This is the case because of a perceived shortage of adequately skilled and trained leaders across every type of corporation. In order to help develop more leaders, corporations are now investing unprecedented amounts of time and money into leadership development programs. Survey data show that formal leadership training is the primary

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method through which organizations develop their leaders (Conger & Benjamin, 1999).

Since training has become the primary means through which leaders are developed, leadership researchers are now focusing their efforts toward examining the effectiveness of various training methods. This chapter defines the concept, and describes underlying assumptions, administrative concerns, and design problems associated with leadership challenge activities. Lastly, the chapter offers some recommendations for improving leadership challenge activities, and provides two specific examples of such activities.

THE CHALLENGES OF TEACHING LEADERSHIP EFFECTIVELY

The traditional instructional method of leadership development courses has been the lecture format. The predominance of this format provides evidence that it has been a successful one. Countless tens of thousands of students have acquired leadership knowledge and information and used them successfully on the job.

Lectures have been used to deliver leadership development content due to three perceived advantages of this format. First, lectures allow instructors to convey large amounts of information in a limited amount of time. Second, lectures provide instructors with a great deal of control over what will be said and how it will be delivered to students. Third, lectures are well suited for large class sizes that prohibit the use of more intimate instructional formats (Hamer, 2000).

Recent research has shown, however, that the lecture format is based on the erroneous assumption that lecturing equals learning, or in other words, that students learn by being told what they need to know (Shakarian, 1995). For instance, although students may have a positive experience, the concern is that lessons learned from traditional leadership development programs are quickly forgotten once participants leave the training area.

Unfortunately, research has shown that the traditional lecture format is a passive learning technique that limits students' ability to learn, process, and retain leadership development information. Some studies have shown that lectures only encourage students to take notes quickly rather than think about and process the information they are hearing (e.g., Bolles, 1988; Craik & Lockhart, 1972). Additionally, the lecture format has been shown to be ineffective in encouraging students to learn to retain information for long periods of time after a class session and to apply the information learned to new situations (McKeachie, 1980). One of the reasons for

the ineffectiveness of the lecture format is the steadily decreasing length of students' attention spans. Today most lectures last from 50 to 180 minutes even though student attention spans have continued to drop down to only about 10 to 15 minutes after a lecture has begun. As such, many institutions and organizations realize that the traditional, lecture-based classroom training found in most leadership development courses is at best only partially effective at developing leaders (Dotlich & Noel, 1988).

Action Learning

As a result of the ineffectiveness of the traditional learning format for developing leaders, organizations are now using a variety of methods to train their future leaders, for example 360-degree feedback, executive coaching, mentoring and networking, job assignments, and action learning (Day, 2001). Following this line of thinking, more and more leadership development program instructors are using action learning activities in addition to the lecture-based format in their leadership courses. Indeed, action learning has quickly emerged as one of the most effective and powerful tools employed by organizations worldwide for teaching leadership skills today (Marquardt, 2000).

Contrary to passive learning methods, active learning encourages students to become involved with the information they are attempting to learn by encouraging them to apply theory and practice to real-life situations in a dynamic way (Lewis & Williams, 1994). Instead of just listening to lectures and taking notes, students are encouraged to engage in higher-order thinking as they internalize the subject matter and develop a more personal and deeper understanding of the material.

Action learning is a simple idea, but only at the philosophical level. There is great disagreement in the literature over exactly how to define it (Pedler, 1997). One action learning approach that is gaining popularity in the leadership area is that by Dotlich and Noel (1988). They describe the active learning process as having seven primary activities. First, issues and participants are selected. The issues should be really significant ones that cut across the entire business, plus they should be issues selected by business heads or by the CEO. During this activity, the project participants should be recommended by business units and selected through a review of the talent inventory of the entire organization. Second, selected employees should participate in an orientation session where the relevant issues and desired program deliverables are presented. This is usually done over several days in an off-site location. Third, participants gather necessary data to address the issues over a two- to three-week period.

The fourth activity involves analyzing data and developing recommendations. During this stage, participants make preliminary recommendations, receive necessary coaching, formulate recommendations, and draft final presentations. This activity usually takes about a week. The fifth activity involves presenting the final recommendations to the CEO and business heads during 90-minute presentations (30 minutes for the recommendations and 60 minutes for questions and discussion). The sixth activity involves a day of reflection and structured debriefing with the coach or instructors, creation of individual learning and action plans, and celebration. Lastly, the seventh activity involves one to two weeks of follow-up from senior management that includes deciding on actions to be taken, assigning implementation responsibilities, and ongoing project follow-up.

Action learning activities have become enormously popular in many of today's best companies, such as Citibank, Federal Express, 7-Eleven, and Quantum Corporation, just to name a few. This popularity is due predominantly to two driving forces (Conger & Benjamin, 1999). The first force is a strong desire to see leadership training result in tangible job performance improvements. Students seem to be learning more and becoming more able to perform leadership skills after participating in courses that include action learning compared to those that don't. The second force is a growing appreciation for the learning needs and requirements of adults. Advances in the fields of education, psychology, and leadership over the last 20 years have shown that action learning is more desirable, meaningful, and effective than are nonaction learning formats.

The process of action learning can be broken down into four discrete activities: (1) experiential learning, (2) creative problem solving, (3) acquisition of relevant knowledge, and (4) co-learner group support (Cusins, 1995). Each of the four activities is a necessary part of action learning, but the overall training results are the best when all four activities are used together in an effective action learning program. Experiential learning and creative problem solving are the two main activities and are supplemented by knowledge acquisition and group member support. In summary, based on both development program success stories and research findings, action learning activities should now be included as a vital part of any serious leadership development program.

Experiential Learning

One of the most important parts of action learning is experiential learning. Experiential learning has been defined as a "process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Expe-

riential learning in the leadership development area has been around for a great many years.

Experiential learning techniques provide students with opportunities to go beyond technical and conceptual discussions by using concepts and skills in specific real-world contexts and applications (e.g., Gaidis & Andrews, 1991). Experiential learning follows the perspective that "Tell me and I forget, but involve me and I understand" (Geiger, 1994). Additionally, the goals of experiential learning are twofold: one is to learn the specifics of a particular subject matter, and the other is to learn about one's own strengths and weaknesses as a learner (Schettler, 2002).

Experiential learning can take place in many ways, but often takes the form of having students work on complex projects performed as members of small groups (Gaidis & Andrews, 1991). For example, experiential learning activities can range from short, semi-structured classroom activities all the way to in-depth, highly complex field projects and adventures.

However, regardless of the complexity and length of the project, experiential learning activities should involve four specific steps. More specifically, a learner should be faced with a concrete experience. Next, the learner is asked to think about the experience and form opinions about it. Also, the learner is helped to consider the implications of these experiences to increase understanding of the situation, and is helped to develop approaches to use the next time this or a similar experience is encountered (e.g., Kolb, 1984). Lastly, the learner is placed in a concrete experience similar to the first one in order to try out the newly formed skills, abilities, competencies, and strategies.

For example, a course instructor might have students participate in practice situational hiring interviews. After the interviews, the instructor would lead the students through a discussion of the interview process. Students would be asked to reflect on their experiences and to form opinions about them. Students would discuss the implications of this type of interview and would be helped to realize the importance of such interviews. Next, students would be assisted in preparing strategies for performing better during future interview sessions. Lastly, students would actually sit through more situational interviews in order to apply their newfound knowledge and understanding of the interview process (Goby & Lewis, 2000).

In summary, regardless of the type or length of a course activity, it can be called an experiential activity as long as the above four learning steps are followed.

Leadership Challenge Activities

Perhaps the oldest and most significant type of leadership activity in today's repertoire of experiential activities in leadership development courses is the challenge activity. Kurt Hahn is generally credited as being the first person to use challenging outdoor experiences as a training method for developing groups of students (Irvine & Wilson, 1994). Hahn's rationale for creating challenge activities is just as true today as it was back in 1941 when he stated that "An individual in today's technological society needs the opportunity to test and challenge his basic human potential in order for the individual to realize and discover themselves" (Kylloe, 1992). Based on his training philosophy, Hahn started the Outward Bound movement. That organization is still going strong today with schools located all over the world.

In total, there are numerous possible types of experiential activities (e.g., cases, games, simulations, etc.). Many leadership instructors have used all sorts of both long and short experiential activities both in and out of their classrooms. However, only a relatively small portion of these should rightly share the category of true leadership challenge activities. Despite the use of leadership challenge activities for such a long period of time, there is not much agreement on how to define them. Indeed, there is not even agreement about which measurement categories should be used to create a definition. As such, to date there has been no research that has examined what specific leadership activities can or cannot be labeled "challenge activities."

Describing and Defining Leadership Challenge Activities

One approach to describing leadership challenge activities is following that advocated by Kurt Hahn. Hahn believed that a challenge activity should follow four basic tenets (Irvine & Wilson, 1994). First, the activity should take place in the outdoors. Second, the activity should be structured to help participants discover the potential of their own inner strengths and resources. Third, the activity should be designed to reflect the environment in which the participants will operate daily. Fourth, the activity should be inherently dangerous but appropriate for meeting the first three objectives. Although these four tenets have merit, they might not apply to all experiential activities that could be classified as leadership challenge activities. For example, leadership students shouldn't have to be taken out into the wilderness in order to experience every single important leadership lesson. Other types of challenging activities are possible and could last for shorter periods of time in safer and less remote locations.

To help make progress toward creating a definition, Jay Conger (2002) took the approach that leadership challenge activities have a number of specific outcomes in common. He posited that a leadership course activity could be labeled as a "challenge activity" if it resulted in specific, desirable course outcomes. More specifically, Conger stated that a leadership challenge activity is one in which course participants experience the following five outcomes: (1) confidence building, (2) team building, (3) learning of management principles, (4) implementing initiatives, and (5) identifying trade-offs and implicit values. Let's briefly examine each of these five outcomes.

The first outcome of a challenge activity is confidence. A leadership challenge activity should improve participants' self and/or individual confidence levels. After completing an activity the group members should have higher self-efficacy perceptions of their potential success at performing the activity now and in the future. For example, group members should believe that they will perform a desired organizational task better, faster, longer, and so on, once they are back on the job.

Team building is the second desirable outcome of a leadership challenge activity. This is one of the most often cited outcomes for experiential learning activities, such as outdoor adventures, ropes courses, and so on (Carey, 1992; Stoltz, 1992). Upon completion of the activity, the group members should know and trust each other, should be able to work together more effectively, and should better understand what everyone needs to be successful as both an individual employee and as a group or team member.

The third outcome of a challenge activity is the learning of management principles. Experiential learning activities often take place in fun, beautiful, or exotic locations, but the purpose goes far beyond mere sightseeing (Irvine & Wilson, 1994). Challenge activities should enable the participants to have a good time in a location away from the workplace, but most importantly, they should facilitate the learning of key managerial principles that can be used back on the job.

The fourth outcome of a leadership challenge activity is solution implementation. Leadership challenge activities are the most successful when the participations are able to reach a decision and then implement that decision. The lessons learned during the activity should be implemented in some way so that the participants can see the results of their efforts, such as whether their actions resulted in a successful resolution of the initial problem proposed or not. Challenge activities are fun and exciting, but they shouldn't be just activity for activity's sake. Rather, there should be some action implemented toward the end of the challenge.

The last outcome of a challenge activity is identifying values and tradeoffs. Many, if not most, of the decisions that leaders must make have no

clear, objective answer. Often there are a number of roads that a leader could take, each with advantages and disadvantages. As such, challenge activities enable participants to consider the positive and negative results of multiple decision avenues in a realistic but safe environment. Challenge activities can help group members uncover their (often latent) values and convictions and see how those impact their decision-making processes. Some common examples of this are the popular "survival" games where participants chose which individuals get to survive or not, or which tools should be taken along or left behind, and so on.

In summary, leadership challenge activities are a special type of experiential learning exercise. The main way that challenge activities are unique is due to the five outcomes that are expected to result during and after the activity. Other types of experiential activities probably will not have such expected outcomes in a leadership development program. For the purposes of this chapter, we will label a leadership challenge activity as an individual or group experiential activity performed during the confines of a course (either inside or outside of the classroom) involving experience, self-reflection, solution implementation, and feedback resulting in all (or most of) the five outcomes listed above.

THE CHALLENGES OF CHALLENGE ACTIVITIES

In theory, including leadership challenge activities as part of a leadership development course is an easy process. In practice, however, there are a great many challenges to overcome in order to use this method of leadership instruction effectively. The following sections detail the major underlying assumptions, administrative concerns, and design problems regarding leadership challenge activities.

Underlying Assumptions of Leadership Challenge Activities

Leadership challenge activities are most often included in leadership development courses because instructors possess underlying assumptions about such activities. The following underlying assumptions are partially derived from Conger (2002). The first assumption is that challenge activities establish a learning environment that helps students to escape their usual, natural state of being and move to a new learning consciousness. Challenge activities often put students in a novel state of discomfort where students are forced to stop and reflect about themselves, and as a result, become aware of their typical patterns of perception and behavior. From this new state of being, students are then able to grow and stretch them-

selves in new directions that would not be possible without such new, personal self-examination.

The second underlying assumption is that challenge activities will enhance the probability that leadership students will learn something useful and valuable from the experience. For the most part, challenge activities take up a lot of classroom time for the amount of leadership content that is learned compared to other teaching methods. For instance, it may take an hour to make one small point using a leadership challenge activity, compared to making the same point in only a few minutes using a lecture format. However, there is an assumption that such a trade-off is valuable because challenge activities help students engage in course content, then remember and internalize the message or point of the experience, compared to other teaching methods.

The third assumption is that challenge activities help "ground give way to magnetic figure." In most comprehensive leadership courses, students are bombarded with a tremendous amount of information. Proponents of challenge activities believe that students will better make sense of the important information when they are able to examine the main ideas in an in-depth and immersive context compared to traditional leadership training methods. The assumption is that challenge activities will enable students to explore and discover the major concepts for themselves in an almost "revelationary" way compared to merely sitting in class and being told about the important points. Once students complete the challenge activity, the assumption is that the dense fog that once surrounded them will clear and the answer will rise up before them in an almost mystical manner.

The fourth assumption is that challenge activities help students find discrepancies among their cognitions, feelings, and behaviors. Challenge activities almost always have students perform some sort of behavior in an active and self-exploratory manner rather than simply listen passively. As a result, many students may see discrepancies or discontinuities that exist within themselves. Once students make these connections, they can more easily work to strengthen and align everything.

The fifth assumption is that self-awareness will facilitate students changing their behaviors. A key component of most leadership challenge activities is having students come away with a better understanding of themselves. Many instructors will have students perform one activity that provides students with information about themselves. Then, the instructor will have students use that information to perform some other activity that enables them to reflect on and examine themselves. The assumption is that self-improvement can only happen after self-knowledge and self-reflection.

The sixth assumption is that play and engagement will facilitate learning. The assumption is that if students have a good time, then they will

engage more deeply in the activity and will learn more as a result of this increased focus and attention. Another reason for creating fun activities is the predominant use of student feedback for instructor assessment. Most institutions now require students to evaluate course instructors. One way to increase those important ratings is ensuring that students have an enjoyable experience in a course, even if learning is sacrificed as a result.

The seventh assumption is that shared feelings and reactions will heighten trust and cooperation among the group members. Some challenge activities have students face some crisis, dilemma, physical problem, or unique endeavor in novel outdoor locations. The belief is that going through a strenuous activity will enable the group to bond and trust each other in a way that would simply not be possible in a traditional classroom setting. Then, once a group reaches this stage, they will be more willing to open up and share their true and inner selves with the other group members. In addition, the process helps people lower barriers and reduce personal boundaries, resulting in higher levels of cohesion, cooperation, and both individual and group performance.

The eighth and last assumption is that major concepts and ideas learned during challenge activities will translate into improved job and company performance back in the workplace. This is perhaps the most important and most strongly held belief of those who advocate the use of challenge activities. The assumption is that challenge activities will seriously change the belief systems and work habits such that individuals will not only work hard during training activities, but also will then transfer this change to their individual and group performance back on the job.

Unfortunately, these leadership challenge activity assumptions have been derived from personal experiences and not from research findings. As such, future leadership development research will need to examine whether these assumptions hold true for trainees, or if they are merely closely held fictions about the benefits of experiential leadership training activities.

Problems and Concerns When Using Leadership Challenge Activities

The benefits of using challenge activities, and other types of experiential learning activities in general, have been well documented in the training literature (Dilworth, 2001). One of the most significant outcomes of experiential activities is that they enhance student learning by increasing student involvement in the process of learning (e.g., Morgan, Allen, Moore, Atkinson, & Atkinson, 1987; Slavin, 1980). Indeed, student comments indicate that they enjoy experiential learning activities more than

any other type of class assignment (O'Hara & Shaffer, 1995). Additionally, experiential learning activities have been shown to improve skills in the areas of decision making, problem solving, planning, written and oral communication, and creativity (Dilworth, 2001).

However, despite the reported benefits of experiential learning, there is controversy over the benefits and values of this training approach (e.g., Scovel, 1990; Wanger, Baldwin, & Roland, 1991). Many researchers argue that the training method is not better than traditional classroom instruction. A key point of complaint is the expense of these programs. Many training managers argue that this type of learning can cost an arm and a leg for a mere romp in the woods (Schettler, 2002). Additionally, some researchers argue that experiential learning is "more sizzle than steak, a mere fad" (Zemke, 1988). Scant, but thorough, research has even demonstrated that outdoor adventure programs may not be delivering all that they promise (e.g., Stoltz, 1992).

As the benefits of experiential learning have been well documented in the literature, there is no need to recant those here. As such, the purpose of this next section of the chapter is to examine potential pitfalls that may occur when using leadership challenge activities as part of a larger leadership development program. For any leadership challenge activity, both administrative concerns and design problems are possible. Let's first examine 15 administrative areas of concern that are commonplace when using leadership challenge activities.

Administrative Concerns When Using Challenge Activities

The first administrative concern is student ideological objections to leadership challenge activities. Some students come to a leadership course with their own idea of what training is all about and will object vehemently to participating in a challenge activity. Students may have any number of ideological objections, such as a preference for the comfortable boundaries of a classroom, a lack of trust and an unwillingness to reveal personal information to others, a belief that the instructor should do the work and not the students, a view that team members will always withhold effort, and so on.

Second, there may be a significant number of student group conflicts and disagreements that arise during leadership challenge activities. Since these activities delegate a great deal of responsibility to students, there will almost always be times when students fight and argue with each other. The instructor will need to anticipate these problems and be comfortable helping students cope and thrive when conflicts arise. Instructors who are used

to the calm lecture format may not be immediately ready to cope with the problems and unpredictable nature of leadership challenge activities.

Third, a constant problem that arises during leadership challenge activities is slackers and free riders. Since free riding lessens a student's learning opportunity, and is just plain unfair to the rest of the class, the instructor should anticipate these low effort levels and should have mechanisms in place to help lessen free riding activities. Methods to help lessen free riding include (1) have students divide up the work and formally assign projects to group members and document this process, (2) have students keep journals about what work they specifically performed and when, and (3) have students assess and rate the effort and performance levels of other students at the end of the challenge activity, and so on.

Fourth, leadership challenge activities can require a great deal of students' time outside of formal class hours. For example, students may be required to meet with team members, to meet with clients, to visit or tour remote locations, or require students to devote entire blocks of time outside of the scheduled class hours. In addition, since challenge activities occur naturally, without structure, the amount of time required may be varied and unpredictable as challenges and opportunities arise or fade away. Some students will express great concern and anger over the extra time required compared to the typical unvarying classroom time schedule. Some students will also express equity concerns that such a course isn't "fair" compared to the efforts required by other instructors in other courses. Some students may also be legitimately unable to devote a great deal of time to out-of-class activities. Students may have job requirements, family demands, commuting limitations, transportation restrictions, or even the occasional student has financial limitations for highly involved challenge activities. Lastly, when one member of a group cannot perform work outside of classroom hours, the rest of the group members are forced to perform that work, and will also probably make equity complaints.

Many leadership challenge activities require students to perform a wide variety of both mental and physical activities in order to engage in the activity. This is one of the reasons why these activities result in greater learning than do lecture-format classes. Unfortunately, not all students will have the ability to perform this kind of work. This is the fifth concern about leadership challenge activities, namely student abilities and disabilities. Some reasonable accommodations may have to be made for students with disabilities who cannot physically perform the work required. Additionally, as some students are far less capable than others, some instructors may fear sending all of their students into workplace settings.

The sixth concern is outside company problems that can arise during a course. The instructor has the responsibility to find suitable company or organizational projects for leadership challenge activities. Unfortunately,

the instructor has little, if any, influence about what happens to the company or the organization during the challenge activity in the field. I've had all kinds of things go wrong out in the field such as company bankruptcies, newly elected politicians who canceled or changed projects, budgets that were cut, natural disasters (fires, floods, inclement weather), health problems, theft, vandalism, and so on. The situation is a terrible one when a challenge activity has to be cancelled near the end of a course after students have devoted a tremendous amount of time and effort toward a project, but are unable to finish that project and present their results.

A seventh problem that often occurs when using field-based challenge activities is finding equitable projects. Even with MBA and executive students there can be considerable objection when the challenge activity projects are seen as inequitable. As an instructor I spend a tremendous amount of time locating small group projects for classes of students. I try to find projects that are equal on dimensions, such as interest and meaningfulness of the project, learning opportunities, advanced level of work, organizational exposure, amount of resources, and so on. When an instructor is located in a smaller city, this process can be even more difficult and demanding. Even though I try my best to find great projects, sometimes the results are excellent and sometimes they aren't (at no fault of the students).

Every leadership course instructor who wants to add challenge activities should be aware of the eighth concern, which is the possibility of activity failure. Challenge activities are often completely unpredictable, and as such can fail totally. Sometimes challenge activities just plain fail because the group doesn't try, the group just doesn't get it, and so on. Most challenge activities won't fail, but there is no guarantee that they won't. As such, there are moderate or high levels of risk involved when using challenge activities compared to the "no risk" level of lecture format instruction.

In this age of increasing litigation, the ninth administrative concern is participant and instructor safety. The use of leadership challenge activities increases the chances that a participant (or even the course instructor) could be injured or even killed while out in the field compared to a classroom setting (Carey, 1992). Even the founder of challenging outdoor activities, Kurt Hahn, recognized the potential safety issues involved back in 1941 (Irvine & Wilson, 1994). He argued back then that challenging activities should be dangerous but also appropriate for meeting learning objectives.

The most common example of physical safety risk is when participants are asked to engage in some sort of adventure activity, such as climbing ropes, climbing a mountain, jumping off of a high platform, and so on. However, there are also risks for seemingly innocent off-site challenge activities. For instance, there is a risk now across the United States when

simply going outdoors during the morning or evening due to mosquito transmission of the West Nile Virus. Due to safety issues of challenge activities, instructors should be aware of both psychological and physical safety issues and should do all that is possible to lessen them to avoid possible injuries and lawsuits.

The tenth administrative concern is decreased learning. On the one hand, there is a plethora of evidence that the use of experiential learning methods can increase student learning and retention of course information (e.g., Hamer, 2000). On the other hand, there is anecdotal evidence (e.g., Becker, 1998) and my own experiences that challenge activities can result in less learning compared to traditional classroom methods. Challenge activities require students to perform, open up, and expose their inner selves in front of others in very invasive and public ways. As a result, students are forced to submit themselves to scrutiny, evaluation, and judgment from their instructor, peers, and sometimes others in the environment. This public assessment can result in embarrassment, anxiety, fear, humiliation, and so on, all of which interfere with and inhibit the learning process (Becker, 1998).

The eleventh administrative concern is negative team member performance, such as withdrawal, antagonism, and sabotage. In order for leadership challenge activities to be successful, the participants must be willing and eager project team members and they must be supportive and helpful to everyone in the course. This is often not the case as team members can be negative, hostile, and insulting to other course individuals. Course participants can make rude or snide remarks about others' class performance, plus they can laugh and joke, or merely not pay attention when someone is making a speech or a presentation (Becker, 1998).

The twelfth administrative concern is long-term negative attitudes. One of the benefits of challenge activities is that students remember the activity and retain what they learned for long periods of time after the course. The assumption is that only positive content is remembered. Unfortunately, students may be more likely to remember negative aspects of a challenge activity, and to remember that for very long periods of time after a leadership development course. Becker (1998) argues that a bad training experience is far worse than no training at all. If an individual feels confused, anxious, or embarrassed during a training experience, then he or she will remember those feelings for very long periods of time. The individual might even avoid training experiences in the future.

The thirteenth administrative concern is that challenge activities can result in higher levels of academic misconduct than that of traditional classroom instruction methods (Schibrowsky & Peltier, 1995). The very nature of challenge activities is that they are free form and encourage students to find information and potential solutions from numerous sources.

This environment facilitates students using less than ethical methods for uncovering information and answers. For instance, when using a simulation exercise, students may ask those who took the class previously for assistance in obtaining the most optimal solution rather than determine this on their own. Additionally, rather than complete a project on their own, I have had executives assign whole departments of their employees to finish a project for them.

The last two administrative concerns relate to course instructors themselves. The fourteenth concern is that faculty often have a difficult time moving from the "boss" role of the lecture format to the "coach and guide" role of a leadership challenge facilitator.

Additionally, course instructors may have difficulty changing the way they assess student performance that is required for challenge activities. The traditional way to assess students is by examining their outcomes (e.g., test performance, term paper, final examination, etc.). However, for challenge activities, assessing the processes that students follow during the activity is just as, if not more, important than assessing only student outcomes. Instructors who use challenge activities may have difficulty moving to process assessment activities, such as timetable evaluation, procedure implementation, ongoing feedback, client involvement, and so on.

The last administrative concern regarding leadership challenge activities is probably the most important. The fifteenth concern is the phenomenal amount of instructor time and energy that are required to successfully create, administer, and evaluate a leadership development course that uses multiple, in-depth challenge activities compared to a traditional format. So far there is no research evidence to support this statement, but my own class notes show that I spend at least four to six times the number of work hours for a class with challenge activities versus one with only a lecture format. A substantial amount of time is required to identify and establish equitable team projects, monitor student performance and handle problems that arise, provide ongoing feedback to both students and clients, stage and run student presentations, facilitate student reflection and observation, and lastly, assess both processes and outcomes of the activities and the course.

The amount of time required for administering leadership challenge activities may be an important and serious concern for some leadership development instructors. Future research is needed to determine if the benefit (to both the instructor and to the students) of such courses is worth the time compared to the low energy and time requirements of traditional, lecture-format instruction. Some instructors might not feel that they are rewarded enough through higher teaching ratings to merit the substantial investment needed to create and run challenge activities. Rather, some instructors may believe that spending the extra energy on

research and publication efforts, or on service projects, may be a better use of their faculty time for receiving the highest possible faculty evaluations.

Design Problems with Leadership Challenge Activities

In addition to administrative concerns when using leadership challenge activities, there are also design problems that should be taken into consideration when using challenge activities. The following design problems were derived from Conger (2002). The first problem is the short-term nature of challenge activities. Most leadership challenge activities are short, one-time experiences. The activities have a duration of anywhere from an hour to a semester, but rarely do they last longer than that. As such, natural group dynamics or workplace issues that occur over longer periods of time may not necessarily develop during a challenge activity.

The second and most often cited problem with challenge activities is the laboratory nature of such learning activities. Even though challenge activities may be conducted in real workplaces, outdoor adventure settings, and so on, they are in essence only laboratory experiences. No matter how realistic they seem, the participants are not performing real activities as part of real jobs. As such, there will always be an artificial aspect to challenge activities that may not equate to real workplace settings.

The third design problem is the relationship between the challenge activity and actual workplace settings. Most challenge activities occur "in the moment" and may not resemble the workplace environment. Even though instructors may strive to create issues for a challenge activity that resemble those encountered back on the job, students may lose sight of temporary fun and games over serious long-term issues and consequences. As such, many challenge activities provide weak analogies to work experiences.

The fourth design problem is transferability of methods, principles, and techniques learned during a challenge activity back to workplace problems and issues. Most students report that they had a wonderful time during a challenge activity. Additionally, most students even demonstrate learned skills either during or after a challenge activity. Unfortunately, many students fail to retain the knowledge and information learned to use the methods experienced from a challenge activity back on the job.

A fifth design problem is that many leadership challenge activities are created based on faulty premises from the start. For example, many instructors create activities with a presumption that all employees strive for a balance between work and home lives, or that every individual has a hidden desire to lead that only needs to be uncovered during the course. Unfortunately, these may not be the case for every leadership student. The

sixth and last design problem is that leadership challenge activities are difficult to assess. Most every accredited business school is now required to follow a program of continuous learning assessment. In these programs instructors are required to identify learning objectives for every course and to objectively measure student learning of these objectives. However, doing such assessments for leadership challenge activities is difficult if not impossible in some cases.

To help alleviate the problems presented above, future leadership research will need to address the significance and impact of both administrative concerns and design problems on the potential benefits of leadership challenge activities.

THE CHALLENGES OF IMPROVING LEADERSHIP CHALLENGE ACTIVITIES

The use of leadership challenge activities can be quite a rewarding experience for both leadership course instructors and students. However, the administration of such courses can be a tremendous investment of time, money, and energy for course instructors (Griffin, 2002). The following section provides some suggestions for improving leadership challenge activities to help ensure that the benefits are worth the costs. Additionally, two specific examples of leadership challenge activities are explained to provide further details about what these activities entail.

Ways to Improve Leadership Challenge Activities

This next section offers numerous ways for a course instructor to improve leadership challenge activities. First, instructors should avoid adding activities merely for activity's sake (Becker, 1998). Sometimes courses seem overly dull or information-heavy, so instructors try to spice them up by adding interactive activities. Instructors should keep in mind that students' interest in a course often depends on the relevance of the content and not on the excitement level of the activity. As such, instructors should add activities only when doing so is the most appropriate method for students to learn a particular aspect of leadership development.

The second way to improve leadership challenge activities is to carefully select student projects (Conger & Benjamin, 1999). When assigning projects be sure to match the needs of the students with the demands of the project (Irvine & Wilson, 1994). Many instructors put together a set of activities, then use those activities year after year rather than tailor the assignments to best meet the needs of the current students. To ensure the

greatest level of learning, ensure that the project will force the students to grow and stretch their abilities to the next level of leadership development for them. Additionally, keep the activity as simple and straightforward as possible (Becker, 1998). Always create simple, easy projects and activities that require few or basic instructions for students to follow.

When selecting projects for executive students, a key component is to have the full support and active involvement of CEOs and/or senior management (Conger & Benjamin, 1999). Students will engage in projects more fully and completely when they know that the highest level of management supports their efforts. One of the best ways to do this is to have a visible presence of the senior management team as much as possible throughout the training process. A minimum amount of visibility would be to have senior management staff at both the beginning launch stage and the final presentation of recommendation stage of a training program. Ideally, though, senior managers would visibly support and monitor the training throughout an entire leadership development program.

Another key component in the project selection process is to ensure that students learn leadership skills and not task skills (Irvine & Wilson, 1994). For example, the project selected can be an adventure activity in a remote location. However, the project should stress learning broad leadership skills rather than narrow task skills. For instance, in a ropes course the key learning objectives should be leadership activities such as communication, visioning, and team building, and should not be rope-handling activities, which would not generalize back to the workplace.

Additionally, when selecting projects for leadership challenge activities be certain that they reflect activities undertaken back in the workplace. In many cases the failure of a specific challenge activity may be because of the lack of fit between the activity performed and the workplace environment (Trapnell, 1984). No matter what type of activity is selected, the better the fit between that activity and the work actually done on the job, the more leadership development will occur for students.

The last component of course selection applies only to field-based projects where students work in an off-site location. To ensure the safety and well-being of students, it is vital that the course instructor visit all sites to establish a working relationship. Instructors should meet the people who will be working with the students. They should discuss the project with the relevant company or organizational employees. They should review the work to be done and the expected learning outcomes from the project. Lastly, I always ask whether employees have undergone sexual harassment training in order to lessen student risks of sexual harassment while working in an off-site location.

Performing all of these checks takes a tremendous amount of instructor time, but doing so will greatly reduce the number of problems that will occur during off-site challenge activities.

A third way to improve leadership challenge activities is to carefully and clearly define the learning objectives and outcomes of the activity (Conger & Benjamin, 1999). When creating the challenge activity, be sure that the objectives and outcomes are simple, easy, straightforward, and clear. Instructors should be certain to state and restate the objectives and outcomes at the start of an activity, during the activity, and especially during the final debrief and discussion. Leadership challenge activities are often distinctive and memorable for students. However, the key job of the instructor is to help students remember not only the activity, but also what they learned and how they can transfer that new knowledge and information to other settings.

A fourth way to improve challenge activities is to carefully determine the right number and level of participants. Many students, both MBA and executive, may suffer from stagefright when asked to perform experiential activities (Becker, 1998). To lessen student anxieties, instructors should create teams with the smallest number of students possible to accomplish the task. Creating small teams will help reduce stresses and anxieties that some students experience. Even well-intentioned ice breakers can put some students "on the spot," which can inhibit their learning experience. Instructors can start off with very small groups and then can increase the size of groups once students become more comfortable with this learning format.

The fifth way to improve challenge activities is to carefully monitor team progress. On one hand, instructors should be prepared to intervene and stop an activity before it gets out of hand. Even if the learning experience is jeopardized, stopping an activity is more important than potential student harm. On the other hand, instructors should also be prepared to pause or wait, and not rush the actions of a challenge activity. Some groups will simply take more time to accomplish a task than will others. Allow extra time for groups to perform rather than rushing in and giving them the answer so that the next activity can be conducted on time.

The sixth way to improve a leadership challenge activity is to provide numerous opportunities for feedback about performance from peers and instructors and to provide many opportunities for observation and reflection about both processes and outcomes (Conger & Benjamin, 1999). Ideally, both feedback and reflection will occur throughout a challenge activity. A long activity, such as a semester project, will allow for numerous feedback and reflection opportunities. A short activity, such as an afternoon project, might only allow for a single, brief (e.g., 30-minute) session for both feedback and reflection.

A seventh way to improve challenge activities is to give individuals the support of the team and the class (Becker, 1998). Some challenge activities require students to make decisions or take actions very quickly. Sometimes students may struggle or get stuck or overwhelmed and not know what to do. Instructors should create an environment where students help each other through the difficult times. For example, an instructor can stop an activity by calling a "freeze frame" at certain points and assisting the group when necessary.

The eighth way to improve a leadership challenge activity is to always carefully debrief a challenge activity at the close (Conger & Benjamin, 1999). Some instructors simply stop the action and send the students home without allowing for discussion. Try to time your activities so that you will have enough time remaining for an adequate debriefing, although this is sometimes difficult to do if a group takes longer than expected to complete an activity. Ideally, students should also receive follow-up training in which they are asked to apply what they learned from the challenge activity to a new task or activity to help them transfer their learning to new and different situations.

In summary, following the eight methods described here should help students and trainees greatly benefit from leadership challenge activities.

Specific Examples of Leadership Challenge Activities

The following section provides details about two leadership challenge activities that I've found to be both fun and effective in my leadership courses for both MBA and executive leadership training programs.

Social Hour Challenge Activity

A social hour is a block of time in which individuals informally mingle and talk with each other. The individuals may all work for the same or for various organizations, but typically don't have daily opportunities to interact and chat informally and face-to-face with each other. A social hour provides time for such activities. It is vital that every leader realizes the importance of social hours and knows how to effectively use this communication time. This leadership challenge activity shows students how to work a social hour and works as a great ice-breaker for new groups of leadership students. As for other challenge activities, this one has four steps, each described below.

Step One. Tell students that we are having a practice social hour. They are to get up from their seats and walk around and talk to every single person in the room ("one-on-one") for 3 minutes (2 minutes if there are more than 15 people). Tell students to introduce themselves and shake hands

with each person to start their conversation. You keep track of the time and tell students when to move on to another person. Give students something to talk about during their 3 minutes. For example, I give students an "information hunt" sheet that has a list of at least 20 questions for them to answer, such as "Who has the same number of siblings that you do? Who has the same birth month as you? Who has written a letter to an editor (and what was it about)? Who has been in a parade (and why)? Who has set a record?" Be sure that each person talks with every other person. Students will "run out of steam" for this activity if it goes on too long, such as more than 45 minutes, so arrange smaller groups if you have a very large class session. If you have an odd number of students, tell one to just "barge in" on another pair's conversation each time.

Step Two. Have a discussion about the social hour process. Let students describe how they felt about it and form opinions about it. Ask them questions, such as:

- how they felt about talking to everyone
- if they would have naturally done this on their own anyway, or not
- if they are shy or nervous at social hours
- about the energy it takes to talk to everyone
- about what it was like to talk to someone for only 3 minutes but then to move on
- what it was like to barge in on conversations, etc.

Step Three. Help students consider the implications of their experience and form strategies for future social hours. For example, talk about items such as the following:

- appropriate dress
- the benefits of not eating or drinking during a social hour (but doing that before)
- not bringing along a spouse or significant other who might prevent them from working the room (or having the other person work the other side of the room for them)
- how the purpose of the social hour is to meet and greet people superficially, then set up times to meet for longer meetings (such as breakfast, lunch, tea/coffee, dinner, etc.) when necessary, so to bring along a calendar or palm pilot to do so
- the benefits of driving the conversations by having something to accomplish, versus sitting around and waiting for someone to talk to them during a typical social hour (have students create other possible purposes or things to accomplish that they could really use at an actual social hour)

- quick ways to break into and out of conversations in order to meet with as many people as briefly as possible without seeming to be too rude
- bringing along a list of "must-see" people so that important conversations don't get overlooked.

Step Four. The last and most important step in this activity is providing students with the opportunity to try out their newly acquired knowledge, skills, and strategies. In my courses, we send students to a real social hour where dignitaries attend, such as the mayor, the university president, and so on. Watch your students during the social hour and see how they do. Then, after the social hour, repeat steps two and three to help them reflect and improve their social hour strategies.

Team-Building Challenge Activity

Another of my favorite leadership challenge activities involves showing students how to put together teams of followers to work on a task. I like to use the ever- popular "egg drop" task as the major project for this activity. Just as for the social hour activity, this one also follows the four major learning steps.

Step One. Tell students that our vehicle production company is going bankrupt and we only have one more chance to design a vehicle (that had better be successful) or we will go out of business. Say that the vehicle has to both look great (so that people will buy it) and actually work. Divide the class into teams of two or three students. At this point, say that teams will be designing and building a device that will successfully protect a raw chicken egg from being dropped from a height of at least two stories at an undetermined location. Give students a box or bag of building materials and one raw chicken egg. Tell students that they must be done working and cleaned up within 75 minutes (60 minutes works also, if you are pressed for time). Tell students that at least 50% (half) of the egg must not have anything touching or covering it in any way. (This is to prevent students from cheating by covering the entire egg with super glue and letting it dry to a hard outer shell.)

You can vary the building materials to your liking and budget, but I give my students items like the following: newspaper, tape (masking or cellophane), scissors, string, super glue, cups (Styrofoam or paper), cotton or steel wool, marking pens, rocks or pebbles, pipe cleaners or paper clips, a few twigs/small sticks/tongue depressors, and so on. I also cover their work space with drop cloths and have super glue remover standing by. If you are working inside, tell students to be very careful with the raw egg. Have extra eggs available in case of accidental breakage. Tell students that you won't answer any questions during the building phase. Note that super glue will slowly eat through Styrofoam cups, but most students won't know this in

advance. Tell students that they won't get any new materials, so be careful with what they have.

Step Two. After the vehicles have been constructed, have a class discussion. I start off by having each team describe the merits of their vehicle. Have students describe both the artistic and the practical aspects of the device. Have the class vote on survival potential and artistic merits of each device. Then, discuss the process. Ask questions such as: Did they think they could actually design something? What are the ways to keep the egg from breaking by reducing the fall rate? Talk about possible ways to lower the fall rate, such as padding, parachutes, or flying. Possible padding methods include wadded up newspaper, tape or cotton balls, the roll of tape itself, cups, and so on. For flying, talk about making kites, paper airplanes, hang gliders, and other flying devices. Talk about the size of the parachutes, the dangers of parachutes not deploying, and so on.

Step Three. Have the students drop their devices. If time permits, I like to have a two-stage launch. First, drop from a two-story location, then those that survive drop from a three-story location. If there isn't enough time, have the drop from only the three-story location. A device is successful if the egg doesn't drip while being held up off the ground for 30 seconds after the drop. After the last drop, stop and talk to students there about the activity. Let them vent a little while about their devices. Then, talk about the process of building the device. Talk about strengths and weaknesses. Talk about ways they could improve their device the next time.

Next, be sure to talk about the process of putting teams together. I like to talk about four main team-building points:

1. Assemble the right group of people based on number, skills, experience, level, etc.
2. Give the team the right resources.
3. Make sure the teams clearly understand the desired behavioral outcomes or vision.
4. Let go, allow teams to work on their own, provide assistance only when necessary.

Additionally, talk about the implications of the team-building process. Consider how different the activity would have been if each person had worked alone, or if the entire class worked on only one device. Talk about leaders getting in the way of followers, and talk about the benefits of having the right resources for the job, and so on.

Step Four. Shortly after the egg-drop activity, provide students with the chance to build teams on their own. Find a project that enables them to follow the four team-building points. Lastly, have a class discussion about

their team-building experiences, what they learned, and how they can build teams more effectively on the job.

In summary, to create the best possible learning experience be sure to follow the four main steps that were listed for these two sample challenge activities for every other leadership challenge activity.

CONCLUSIONS

This chapter examined many of the challenges regarding leadership challenge activities as part of successful leadership development courses. The challenges are numerous for organizations, instructors and trainers, and for those who conduct leadership research. More specifically for organizations, the challenges include filling the leadership void by developing current and future leaders. Organizations will need to try out a multitude of learning methods in order to improve leadership performance. Leadership challenge activities may be some of the most important activities possible for this endeavor. The initial performance evidence for the success of these types of programs is good, but future work needs to be done by organizations to see if leadership challenge activities can help companies fulfill their leadership needs.

There are also many challenges for leadership trainers and instructors. This chapter outlined and described numerous underlying assumptions, concerns, and problems involved in administering leadership challenge activities. The biggest concern for instructors is the tremendous amount of time and energy that is required for using an experiential learning format. Many instructors report that when leadership challenge activities turned out the best in their courses was also when they went home the most exhausted (e.g., Griffin, 2002). As such, some instructors may not be willing or able to devote the tremendous amount of time and energy necessary for successful challenge activities compared to that for more passive learning formats (considering already heavy workloads and job requirements). An additional challenge for leadership instructors is to find the right kinds and types of challenge activities that are best suited for specific leadership learning points. It can take a number of years to find appropriate challenge activities needed for the multitude of important leadership lessons to be covered in a course.

There are also challenges for those who conduct leadership research. In 1996, Fiedler wrote that the number of leadership training programs was growing at a tremendous rate, but that there was a serious scarcity of sound research on the effectiveness of these various programs. Unfortunately, the situation has not significantly changed over the last seven years. Much more research needs to be conducted to determine both the long- and

short-term effectiveness of leadership challenge activities alone and versus other types of training methods. Future leadership research needs to examine both the necessary content of leadership training programs and the most effective training format for helping students to learn, retain, and transfer knowledge and skills to the workplace.

In summary, although the challenges are many regarding leadership training and development, the use of leadership challenge activities may be an important and vital way for organizations to enhance leadership across the corporate world.

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part II

SPECIFIC AUDIENCES

CHAPTER 5

ON TEACHING GENDER AND LEADERSHIP

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INTRODUCTION

Course Purpose and Motivation

This chapter reports one professor's experience with teaching an MBA course on gender and leadership. Titled "Women in Management," the stated purpose of the course was to strengthen the skills and intellectual capital of women managers. The class was categorized as a management class, and was taught over the span of one quarter (10 weeks) at a private comprehensive college in the northeastern United States. A total of 15 students were enrolled in this night course. All were women, and each had served in a management or supervisory capacity for a minimum of two years. In fact, supervisory experience was a prerequisite for the course, and students were required to "apply" for entry to the course by submitting resumes.

Though I was an adjunct in the program, I was the lead teacher of the course, and was joined by another female instructor for whom the university was her home base. My home institution did not have a graduate pro-

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gram at the time, nor was there room in our undergraduate curriculum for an additional specialty class in leadership. My own motivations for developing the course stemmed from my long-time interest in leadership and gender issues. After I met my co-teacher at a professional meeting in late 1998, my intellectual hobby eventually dovetailed into the creation of our course.

Preparation for the Course

In designing the course my colleague and I relied on the early work in the field of gender and diversity management, and also on some more recent writings in the area of women and leadership. Perhaps the best important and influential preparatory source for our own purposes was Karin Klenke's (1996) *Women and Leadership.* This anthology is exhaustive in its breadth, and provides an apt lesson of the extent to which women have fallen outside the mainstream of leadership theory.

Other classic readings included Kanter's *Men and Women of the Corporation*, which we ultimately made assigned reading for the class, and the entire six-part Women and Management series published by Sage and edited by Laurie Larwood, Barbara Gutek, and Ann Stromberg. We adopted one of books in the series, Volume 4, *Women and Work* (Fagenson, 1993), for the class.

Pedagogical Approach

The class combined traditional lecture with experiential learning. Where available, carefully chosen video tapes were utilized that addressed our topic. And, guest speakers who had expertise in key topics, such as the law, were invited to speak to the students when possible. The ratio of lecture to experiential tools was roughly 50/50. One example of a debate used to highlight the differences between male and female leadership patterns is included in an Appendix.

The course was designed to address the following three questions:

1. What is the state of women in management today?
2. What are the causes of the status of women in management positions?
3. How can women better succeed in light of our history in management occupations and in the face of contextual and social barriers?

These questions formed the backdrop for the course, and served as our guide in laying out the course schedule. As the course syllabus denotes (see

Appendix), we assigned four books. Each was very carefully chosen to shed light on answers to these central questions. In the following discussion I overlay our pedagogical approach with each of the above.

QUESTION #1: WHAT IS THE STATE OF WOMEN IN MANAGEMENT TODAY?

This question was answered early in the course structure, during week two. The anchor reading for this segment of the course is a chapter from Kelly's (1991) *The Gendered Economy, Work Careers and Success.* This chapter, titled "Women, the Economy, and Careers," does a nice job of laying out the disproportionate numbers of women in management and professional positions. In the chapter, Kelly presents a detailed series of data tables that support the notion that women tend to be employed in segments of the labor market that pay less and provide little or lowered mobility than that experienced by male counterparts, who tend to occupy a different space in the labor market. Segmented labor market theory draws attention to the fact that wage discrimination is a direct result of the positions that women occupy in the labor market itself. To truly understand this fact, says Kelly, one need get a grasp of the interplay between industrial profiles and labor market dynamics. For example, one set of firms is defined as making up the "core economy." Firms in this category are very bureaucratic, large in size, and contribute over half of the value of the U.S. gross national product. Within the core economy, women tend to labor in jobs that are devoted to duties most closely aligned with clerical positions, assembly jobs, and maintenance work in a labor segment identified as "secondary" in nature. Men who take on jobs in this industry group, on the other hand, more frequently accept jobs that are categorized as the "primary" segment. In this segment we find chemists, engineers, top managers, bankers, corporate lawyers, and accountants.

Kelly's conclusion is that women suffer power inequities and attendant salary differentials due to two interacting facts: (1) They tend to enter occupations that are NOT primary labor segments, and (2) they tend to enter industries that are NOT in the core economy. Women enjoy the strongest presence in public service and "voluntary" (e.g., fundraising, volunteer coordinators) industrial sectors, and in the "intermediate" and "secondary" labor markets where salaries and leadership potential both tend to be very low.

The second assigned reading, Chapter 1 of Kanter's (1977) book *Men and Women of the Corporation*, reinforces sex polarization and sex segregation job trends in America. Kanter points out in this chapter, "Women populate organizations, but they practically never run them, especially the

large businesses and public establishments that are the model when commentators speak of 'modern organizations' or refer to America as an 'organizational society'" (p. 16). This first chapter served again to bolster Kelly's premise of the importance of understanding both industrial and labor market segment dynamics in deciphering the wage differential puzzle.

Students are encouraged to update the data found in each of these readings to make it more relevant. This challenge is easily met via reputable Internet sources (e.g., *www.catalyst.com*) and the use of library search engines that make speedy access to peer reviewed reading materials an easy task. This added research step serves to both motivate students to take responsibility for their own understanding of the field and to buffer the fact that Kanter's book is over 20 years old, and, thus, utilizes examples and language that are from a different time. Though Kanter's seminal book is somewhat dated, it does a better job of any other available source at explaining the structural and behavioral routes to power and leadership for men and women in organizations, as will be discussed next.

QUESTION #2: WHAT ARE THE CAUSES OF THE STATUS OF WOMEN IN MANAGEMENT POSITIONS?

We covered this question over the course of several class meetings. In this context we explored a range of topics centering on leadership differences among men and women, and power differentials among men and women in organizations, both as structural consequences and as the result of women's behavioral and decisional choices.

As a topic of public interest and intrigue, gender-driven leadership differences have been no stranger to the popular press. In the last decade or so, we have also seen a great deal of original research in the area, which serves to whet the palate of many a researcher. Perhaps the best-known treatise on the topic of gender and leadership is Kanter's *Men and Women of the Corporation* (1977).

Kanter's book continues to provide a rich and fascinating glimpse of what its like for women to seek leadership opportunities in organizations that are predominantly led by men. And, its focus on power differentials across and between the genders provides a nice complement for many of the more modern treatments of gender and power that abound in trade publications and the popular press. It gives an instructor the necessary "teeth" to shed light on what are often shallow arguments and sensationalized journalistic style. And, though the landscape has improved for women in organizations, much remains the same as it was in 1977. Women continue to be paid less (Bureau of Labor Statistics, 2000), to occupy segments of the labor market that garner less power (Kelly, 1991), and to occupy

fewer administrative and management positions than do their male counterparts (U.S. Department of Labor and U.S. Department of Commerce, 1994). In 2000 women were reported to have held only 31% of all managerial and administrative jobs in the United States (U.S. Department of Labor, Women's Bureau, 2000). A more recent article published by *Fortune* indicates that only 6% of the Fortune 500's very top jobs—senior vice president and above—are held by women, according to Catalyst (Morris, 2002). Interestingly, according to this same article, among the 50 women voted to earn *Fortune*'s prestigious "Most Powerful Women" award, more than one-third have a husband at home either full or part time to provide essential support for the family.

Additional sources serve to underscore the importance of central themes around the topic of gender differences in leadership. Each of the following references may be found at the end of this chapter. Some of these themes are:

- The genetic argument behind leadership differences.
- Popular press articles that discuss scientific findings regarding genetic and biological differences between the genders.
  - For example, "Why the Female Brain is like a Swiss Army Knife" (1999)
  - For example, "Battle of the Sexes Starts in the Brain" (1995)
- Women as considerate, people-centered leaders who nurture more often than men.
  - Bass and Avolio's (1994) article on women and transformational leadership makes a useful connection for this theme
- Women as benefactors of mentors, and as mentors themselves.
  - A 1996 article from *U.S. News and World Report* is helpful to this discussion
- Women as process-oriented leaders who are equal to their male counterparts in terms of leadership ability.
  - An 1989 article by Virginia Schein is helpful to this discussion; and another by Judith Rosener (1990) reinforces the theme of women's potential

Please see an Appendix for additional reputable sources from the Internet, through which one may gather many free-for-the-taking references and data pertinent to teaching gender and leadership.

QUESTION #3: HOW CAN WOMEN SUCCEED IN LIGHT OF OUR HISTORY IN MANAGEMENT OCCUPATIONS AND IN THE FACE OF CONTEXTUAL AND SOCIAL BARRIERS?

In this section of the course we focus on skills and behaviors that have been said to lead to women's successful entry into leadership positions. We relay on a popular press book to generate discussion and to return to more academic sources for explanations. Pat Heim's *Hardball for Women* (1992) is an excellent stimulant for this process. In this book Heim presents the controversial and novel idea that men and women are part of different cultures in the workplace. Men's worlds, she says, are centered on competition. Women need to learn how to play this competitive game in order to be competitive. The following list of chapter titles will provide the reader with a summary of the range of topics that Heim includes in this practical, skill-oriented book

1. The game of business
2. Competition: The name of the game
3. Do what the coach says—period!
4. How to be a team leader
5. How to be a leader
6. Power talk: Using language to your advantage
7. Power moves: Using nonverbal cues to your advantage
8. Making the most of criticism and praise
9. Setting goals and staying focused
10. Winning is all that matters
11. Making your next play: What's your game plan?
12. The strengths women bring to business

Heim has a video tape available for rental, *The Power Dead Even Rule*, that supplements any discussion on the book very nicely. It is available from Enterprise Media on the web at *http://www.enterprisemedia.com*. I aired the video in my own class and found it to be humorous, evocative, and, overall, worth the fee. The power dead even rule forms the framework for one of Heim's central theses of the book: That men and women seek different things through power in organizations. In her book, Heim summarized the power dead even rule in this way,

> Women encourage participation, share power and influence, enhance self-worth in others by using praise, and energize others. As Kathleen Brown, California state treasurer, has said, "The difference between men and women is

> that women seek power in order to address issues, while men address issues in order to seek power." (1992, p. 272)

Heim further states,

> Our greatest potential resource is other women. At all levels, we share inequities in pay and opportunities as well as harassment and invisibility. If we begin to speak in one voice by celebrating our common strengths and addressing our mutual needs we will be heard. (P. 273)

Heim's book proved to be an excellent way to encourage women to both be proactive in their own leadership goals and to understand power differentials they experience with their male colleagues. Importantly, it permitted us the opportunity to add some of Deborah Tannen's work to the discussion mix. Tannen, like Heim, regards the male/female culture to be a function of the language that women use in organizations. In her 1994 book, *Talking Nine to Five*, Tannen discloses her theories of conversation rituals used by men and women. Men, she says, steer away from asking questions, preferring the statement of fact in their own conversation patterns. Women tend to use gentle, timid questions when presenting ideas, and these are easily stomped in the course of persuasive gamesmanship. Women also say "thank you" more than men do and apologize more than men, placing them in a one-down position in terms of conversation patterns. Tannen's work provides a nice complement to Heim, and we used traditional lecture notes to point out the similarities between these two authors. There is also a 1996 *20/20* segment on this available from ABC News.

In debriefing this subject matter, students are required to report the similarities and contrast between this behavioral stream of thought and our earlier discussions on the routes and sources of power in organizations. Each student is required to write a career plan (see the Appendix A for a detailed description of the term project) that addresses her own current state of behavior and structural positioning in the organization, and then to address self-prescribed changes in light of the process of discovery undertaken in the class.

Caveats

The class that I taught was 100% female. The composition of the class is an issue that should be considered when focusing on topics that are sensitive ones for women. We found that the all-female class structure encouraged women to be more open about their own experiences.

Another factor that fascinated my female co-teacher and I was the degree to which participants initially rejected the notion that there were

any leadership and/or management differences at all between the genders. That is to say, the majority of the class denied that the context that women and men face in organizations differs at all. These experienced and accomplished MBA students seemed to be particularly sensitive (and resistant to) the idea that women are treated in a disparate manner in terms of wages, promotional opportunities, or mentoring. Thus, because they rejected the notion of the segmentation of the labor market, of pay discrepancies, and of communication and behavioral differences between the genders, they also rejected the suggestion that the methods that women use should be any different than the methods that men use.

Much of our job in teaching the course in the first few weeks was spent on presenting data on labor market dynamics and promotion rates that indicated the precise nature and magnitude of the challenges that women face. This data became our "proof." In those first weeks, we found that we spent a lot of time defending ourselves against what was perceived as a "man-hating" platform. Though we had no intention whatsoever of presenting such an agenda there was a perception that, somehow, if we were pointing out women's deficits and disadvantages in the labor market it must be because we dislike men.

This dynamic ultimately resolved itself. I think two things added to this settling-down process. First, the women in our class formed personal relationships that were strong, and that made them feel supported and at ease. Put differently, over time, their guards came down. The second factor that lead to their gradual acceptance of male/female differences was the preponderance of data available that we presented to them each class. The data are hard to dispute. Again, over time, these women began to understand the ramifications of the data, and the range of actions available to them to alter their fates.

CONCLUSION

In our minds the course was successful. Students expressed concern over the level of work required (a remark that I regard as shorthand for the "right amount of reading") and several of the students enrolled in the class took great pains to remain in touch with each other and the instructors long after the quarter ended. The content of the writing in the final papers submitted was impressive, and exhibited a breadth of understanding that surprised and pleased us as instructors.

I have enjoyed hearing the post-course career stories of the women we taught, and have even entertained the egotistical notion that we may have made a long-lasting difference in these women's lives. One story is particularly poignant. The student in question left her job in manufacturing to

become the director of diversity at a Fortune 500 company. She told me after landing the job, "That does it for me. I'll never view the work world in the same way again. And I won't accept the same position in the margins that I used to have." Another woman left her human resource job and found a new managerial position in higher education. Yet another left the work world entirely and had twin sons, leaving her partner to earn the household income.

Perhaps the most interesting changes that occurred from having taught this class were those within me. Its one thing to know about the disparate opportunities that are available to women in management, but it is all together another thing to immerse oneself in the experience as an instructor. I thoroughly enjoyed the hectic experience of teaching this class, and hope that these materials serve you well in designing your own educational programs.

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Woman versus woman: Why aren't more female executives mentoring their junior counterparts? (1996, March 25). *U.S. News and World Report,* p. 50.

APPENDIX A: CLASS SYLLABUS

Seminar: Women and Management

Required Materials:

There are four required textbooks.

1. Rosabeth Moss Kanter, *Men and Women of the Corporation*
2. Ellen Fagenson, *Women in Management*
3. Rita Mae Kelly, *The Gendered Economy*
4. Patricia Heim, *Hardball for Women*

Vision and Purpose: We see this course as an avenue through which to strengthen the skills and intellectual capital of women managers. You will be encouraged to integrate theory with your own personal career goals and context.

Course Objectives:

WHAT: What is the state of women in management today? What is the history? What is the current status of women in management positions across the world, and particularly in the United States?

WHY: What are the causes of the status of women in management positions? Why do women appear in management positions in such disproportionately low numbers and why do they often feel as though they speak a different language than their male counterparts?

HOW: How can women succeed in light of our history in management occupations and in the face of contextual and social barriers? Are you doomed to this fate in your career? We hope to aid you in developing a plan of action for meeting gender-related career challenges head on.

Philosophy:

Our philosophy is that women can do things to increase their presence, status, and value in American work organizations. Power is gained via knowledge and power makes a difference in both men's and women's careers. By becoming more knowledgeable about our circumstances, that is, our assets, our strengths, and our barriers, women stand to gain enhanced opportunity in the workforce.

Grades:

(4) reaction papers selected out of
(6) opportunities, averaged = 30%
Midterm exam = 25%
Final exam = 15%
Term project = 30%

Note: Guidelines for writing Reaction papers may be found in an attachment to this syllabus. Should you have any further questions, feel free to discuss them with either of us on class nights.

Course Policies:

- Papers are due at the beginning of each class meeting or prior to the class meeting. All papers must be typed. We strongly recommend that you retain a separate copy, and a saved copy on diskette.
- Makeup exams will be permitted only under extreme circumstances, and with the prior permission of the instructor.
- Should you need to miss a class, you are still responsible for all required assignments, and materials.
- Guidelines for writing reaction papers: Attached;
- Term project guidelines: Attached;
- Course outline: Attached

Guidelines for Writing Reaction Papers

Purpose

To integrate a body of literature, provide conclusions, and reflect on what you have learned.

Length of Papers

3 typewritten pages

Topic/content

For this class we have designated most of the topics to be covered. That is, we have asked that you target your paper toward a specific topic. The one exception is the week 5 assignment, which asks that you write a paper that addresses the full breadth of the readings.

Suggested points of interest you may wish to include

1. Introduction and your overall reaction to the questions posed, or the readings assigned. Include your conclusions regarding the relevance

of the material you've read and their appropriateness for your current situation.

2. Brief synthesis of the contents of the readings. Be careful here not to say TOO MUCH! About a paragraph should be fine. What we're looking for in this regard is a very brief summary of the general areas covered in the readings.
3. Your impressions and personal feelings regarding the questions we pose to you, or a single or several of the topics contained in the readings. Here you may choose to indicate WHY this topic is of interest to you, how it relates to a personal situation you have faced, or your career or job interests. You may wish to provide a brief story or to relate a particular incident that illustrates your particular interest, or provides you with compelling reasons for your interest.
4. What you think the author did particularly well in covering the subject matter, and what would you have liked to have known more about.
5. How what you've read will be of benefit to you.

Term Project Guidelines

An action plan for achieving my career, professional, and personal goals

Purpose

The purpose of the term project is to encourage you to integrate the readings and theory that we've learned together into a plan of action through which you may pursue your own career and occupational goals.

In the paper you'll be asked to tell us what your strengths are, what your challenges are, and what your goals are. Then, you'll be asked to lay out a plan.

Length of paper

12–15 pages in length (typed, double-spaced).

Required elements of the project plan

Checklist:

- Immediate goals (professional, personal)
- Long-term goals (professional, personal)
- Your dreams ... what might not be practical, but what really excites you when you fanaticize about your dream career and job placement.
- Value statement regarding the placement of work goals in your lifetime plan.

- Your personal balance sheet: What you're good at, what you need to work on to achieve goals laid out above.
- How you will acquire skills you don't currently have, or how you'll work around your deficits.
- What is contextual lay of the land in your current profession, organization, job?
- What is your assessment of the extent to which this environment permits the achievement of your goals?
  - If the above environment is favorable, how will you achieve the goals you set out?
  - If the above environment is NOT favorable, how will you try to change it or locate one that is?
- What action steps do you need to take in the coming 12-month period to bring closure to your goals?

These strategies must be very specific. They must have measurable targets. Who will you get to know in the coming 12-month period that will be instrumental in helping you/ encouraging you/ inspiring you/ mentoring you in the process of achieving your goals?

Course Schedule: Women in Management Class

Week	*Topic*	*Theme*	*In-Class Activities*	*Assignments Due This Class*
1	Our goals for the course, Management versus leadership.			Term assignment (attached) is due week 11, day of the final exam.
2	What is the state of women in management today? The Data: How are women doing in management?	1. Women, the economy and careers (Kelly), Chapter 3. 2. Men and Women of the Corporation (Kanter), Chapter 1.	In discussion groups, expand Table 3.1 you find in Kelly to include relevant data you may have located on your own.	Use Internet and library resources to identify the current state of women in management in the U.S. Prepare a reaction paper based on this week's readings, and on your own research on the current state of women in management in the U.S.
3	What are the causes of the status of women in management positions? Why the data is what it is, Part 1.	1. The Gendered Economy (Kelly), Chapters 4, 5. 2. Men and Women of the Corporation (Kanter) Chapters 2, 7	Process assignment results in discussion groups.	Prepare a reaction paper based on this week's readings.
4	What are the causes of the status of women in management positions? Why the data is what it is, Part 2.	1. The Gendered Economy (Kelly), Chapter 6 2. Hardball for women (Heim), Chapters 1, 2, 3	Process assignment results in discussion groups.	Prepare a reaction paper based on this week's readings.
5	How can women succeed in light of our history in management occupations and in the face of contextual and social barriers? Research on women's leadership advantages, differences in leadership styles across genders.	NONE, lecture only. You are required to access the following references, which will be used to create the lecture. a. Bass, B., and Avolio, B., 1994. Shatter the Glass Ceiling: Women May Make Better Man-	1. Debate: details to follow. 2. Work in discussion teams to discuss leadership differences you observe among men and women in your organizations.	Prepare a reaction paper based on this week's readings.

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Course Schedule: Women in Management Class (Cont.)

Week	*Topic*	*Theme*	*In-Class Activities*	*Assignments Due This Class*
5		agers, *Human Resource Management, 33*(4), pp. 549–560. b. Schein, Virginia, 1989. Would women lead differently? *Contemporary Issues in Leadership*, 2nd edition, William E. Rosenbach and Robert L Taylor (Eds.). Boulder, Colorado: Westview Press. c. Maher, Karen J., Gender-related stereotypes of transformational and transactional leadership. Sex Roles; New York; Aug 1997; volume 37, issue 3–4, pages 209–225, ISSN: 03600025.		
6	a. EXAM: Essay, open-book b. Leadership in context: Women who work for women, Women in international realms	1. *Women in Management* (Fagenson) chapter 3: Global Comparison. You are also required to access the following additional references, which will be used to create the lecture: a. Woman versus woman, Why aren't more female executives mentoring their junior counterparts? (*U.S. News and World Report*, 1996, March 25, p. 50)		

Course Schedule: Women in Management Class (Cont.)

Week	*Topic*	*Theme*	*In-Class Activities*	*Assignments Due This Class*
7	Action steps: Proactive measures to maintain momentum	1. Hardball for women (Heim) chapters 4–11. 2. The Gendered Economy (Kelly) chapter 7.	Process assignment results in discussion groups.	Prepare a reaction paper based on this week's readings. Focus on an event in your professional history that you would like to "rewind" and do again, the RIGHT way, according to the readings.
8	Double minorities	1. Men and women of the corporation (Kanter), chapter 8. 2. Women in Management (Fagenson), chapter 4.		An OUTLINE of term assignment is due.
9	The law	Women in management (Fagenson), chapter 9		
10	Making a difference: Political action, women managers, and feminism.	1. Women in management (Fagenson), chapter 10. You are also required to access the following additional references, which will be used to create the lecture: a. Will she fit in? *Harvard Business Review*, March, 1997.	Discuss the ways in which the character in the HBR article can alter her fate.	Prepare a reaction paper based on this week's readings. Focus on the topic of feminism, and the influence that it has on your own leadership style.
11	FINAL EXAM: Comprehensive, based on all materials utilized in this class.			Term assignment is due this date.

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APPENDIX B:

Description and teaching notes for in-class debate on the topic of male/female leadership differences.

Handout for the class:

Purpose: To learn more about leadership differences between men and women. To strengthen and clarify your own position regarding leadership differences.
Roles: The following descriptions will help you to understand what you need to do in this exercise.

1. Adjudicators: The judges will voice their decisions by holding up colored cardboard cards. The following judging regulations apply:
   - Hold up RED CARD if you judge that team to have made superior arguments.
   - Hold up YELLOW CARD if you judge that team to have made superior arguments.
   - Hold up GREEN CARD if you consider the arguments to have been "a draw," or too narrow to judge. Use this card sparingly.

   Prior to the debate judges will be sequestered in a separate room. Each judge should first:

   (a) Determine their own position regarding women and men's leadership styles, along the required five points of argumentation (see argumentation points, below).
   (b) Discuss possible additional speaking and logical argument criteria you may wish to use to judge the teams' performance with your fellow judges.
2. Debate team members: Some members will be "point men or women" who will actually perform in the debates. You will ELECT these people or person to this role. These point women will be coached by the other members, who will be "coaches."
3. Score keeper: I recommend that the instructor perform this role. The point system that I have used in the past is a single point for each debate point won. Each team must be given an equal number of opportunities to win points, and equal time slots.

Working areas

Debate team members will be separated into two working areas to encourage more intensity of argumentation. Judges will also be separated from the team members.

Time frames and supplies

Team members (coaches and point men and women) will have 60 minutes to formulate their arguments. Teams may have full access to their textbooks and notes during this 60-minute time frame; however, no books may be employed during the debate rounds themselves. The "point person" may use the index cards provided, but no other materials, to formulate their debate.

Debate round time frame

Each team will be given 4 minutes per round to argue their position. At the end of the round the scorekeeper will shout "TIME" and the debate must end immediately, or the team risks forfeit of the round.

Teams will rotate going first. At the end of each "round" the adjudicators will vote on which team presented the superior argument. After three to five rounds the debate will close.

Argumentation points

Teams will frame their arguments along these and other optional points.

1. Observed behaviors as evidence of differences or similarities
2. Observed outcomes as evidence of differences or similarities
3. What YOU DO as a leader as evidence of differences or similarities
4. What you READ about as evidence of differences or similarities
5. What you wrote about in your reaction papers as evidence of differences or similarities

Teaching Notes for In-class Debate

One of the in-class exercises that I have employed to teach gender differences in leadership revolves around a debate. The debate format has long been used to surface interesting nuances in organizational behavior, and I have found it to be singularly the most effective way to discuss leadership differences between the genders.

Materials

- 3 colored cardboard cards of approximately envelope size
- a timer
- ample supply of inde" cards

Step I

Divide the class into three groups, specify roles, and identify workspace (10 minutes).

- Group one (RED team) is assigned the topic of arguing for the position of: Men and women lead the SAME WAY.
- Group two (YELLOW team) is assigned the topic of arguing for the position of: Men and women lead DIFFERENTLY.
- Group three represents the adjudicators. Appoint an ODD number of members to produce a winning team in each voting process.

Read the following to the class

The class will now participate in a debate on male/female leadership differences. Each member of the class will be assigned to either judge this event or to argue on the side of one or the other argument: Men and women lead differently, or there are NO differences between men and women's leadership. I will now read assignments for each of these three roles. [Instructor then reads each student's name and provides their role assignment.]

To debate team members:

YELLOW TEAM: The position that you MUST take is that women and men use the SAME techniques and style of leadership. RED TEAM: The position that you MUST take is that men and women use DIFFERENT leadership techniques and styles.

To adjudicators/judges:

You have been awarded the honor of serving as a judge in this proceeding. You will judge each team's performance and make an assessment regarding superior presentations and arguments presented.

Once roles are identified, remove adjudicators from the room that the debate teams are in, and speak with them separately about the nature of their roles. It is also optimal to separate each debate team during the 60-minute work time.

Step II

Begin work (60 minutes).

During this time the teams will ask a number of questions, for example, "Are we confined to this room?" and "Can we use physical props in arguing

our position?" and "I don't agree with my position, can I switch teams?" The instructor will address these questions by rotating between team rooms and the judging room.

It is best NOT to permit members to leave their rooms. In one debate my class appointed "spies" to go into competitors' team rooms, and chaos broke out until I was made aware of the situation. This was a moment for laughter and unity, in the end, but it may be avoided by keeping people put where you place them during the 60-minute work session.

I also resist having members switch teams, as I believe that one can learn as much as what one DOES believe in by taking an opposing side as one does by staying on it.

Lastly, I discourage use of any materials other than the index cards, to make the playing field somewhat level.

Step III

The debate session (15 to 25 minutes).

I find 5 rounds to be optimal, though for use in a one-hour class these may be reduced to as little as 3.

The layout I use for the class is this

The judges sit in front of the class, and the teams on either side of them. Teams' point people present their arguments to the judges by entering the center of the room.

The instructor as moderator

These debates get pretty fierce. I have found that acting as moderator to this process is useful in redirecting the team's attention back to the subject matter and away from the competition aspects of the exercise.

Conclusion and debriefing

Because of the intensity of this experience, it is best to allow a "cool-down" time after the winning team is announced. Ask teams to meet again to collect a series of learning points from the session. This may extend beyond the content of the debate itself and move into ways in which the point persons themselves won respect from classmates.

Lastly, I suggest moving back to the content and summarizing a "laundry list" of points including and extending beyond the teams' debate arguments.

APPENDIX C: ADDITIONAL READINGS ON MALE/FEMALE LEADERSHIP DIFFERENCES

Brenner, O., Tomkiewicz, J., & Schein, V. (1989). The relationship between sex role stereotypes and requisite management characteristics revisited. *Academy of Management Journal, 32*, 662–669.

Carless, S. A. (1998). Gender differences in transformational leadership: An examination of superior, leader, and subordinate perspectives. *Sex Roles, 39*(11/12), 887–902.

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Eagly & Johnson (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin, 108*, 233–256.

Heilman, M., Block, C., Martell, R., & Simon, M. (1989). Has anything changed? Current characterizations of men, women, and managers. *Journal of Applied Psychology*, 74.

Klenke, K. (1996). *Women and leadership a contextual perspective.* New York: Springer.

Maher, K. J. (1997). Gender-related stereotypes of transformational and transactional leadership. *Sex Roles, 37*(3–4), 209–225.

McDonald, K.S, & Hite, L. M. (1998). Exploring the glass ceiling: An exploration of gender differences in management-development experiences. *Journal of Management Education, 22*(2), 242–254.

Tannen, D. (1990). *You just don't understand: Women and men in conversation.* New York: Morrow.

Tannen, D. (1994). *Talking from nine to five.* New York: Morrow.

APPENDIX D:

Internet Websites of Interest for Teaching Gender and Leadership

www.Catalystwomen.org Catalyst is a watchdog group for working women. They sponsor studies and publish interesting books pertinent to this topic.

http://www.familiesandworkinst.org/ Families and Work Institute's website.

http://cua6.csuohio.edu/~ustweb/syllabi/ust492.htm This site contains a course syllabus for a women in leadership roles course. It also gives more readings available on this topic.

http://www.well.com/user/bbear/rosener.html An interview with Judy Rosener, published by Healthcare Forum.

h*ttp://www.coba.usf.edu/departments/management/faculty/nixon/MAN49301.htm* A syllabus for a class called "Managing Diversity." I stumbled across this while Internet surfing. It is useful for idea generation.

CHAPTER 6

TEACHING LEADERSHIP TO EXECUTIVES IN THE PEOPLE'S REPUBLIC OF CHINA

Charles M. Vance
Loyola Marymount University

Katherine Xin
China Europe International Business School

The wicked leader is he who the people despise.
The good leader is he who the people revere.
The great leader is he who the people say, "We did it ourselves."

—Lao Tsu, Chinese Philosopher, 6th Century B.C.

TEACHING LEADERSHIP IN CHINA: THE NEED

As the world's largest and fastest growing economy, the People's Republic of China presents a compelling arena for the teaching and mastery of leadership competencies. With its recent entry into the WTO, China faces a multitude of daunting and rapidly changing challenges to its leaders at all levels, presented internally by its 1.2 billion population and externally by socioeconomic forces having increasingly open access to the Chinese mar-

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ket. WTO membership will abet the ongoing restructuring of China's economy and lead to massive layoffs at China's giant but inefficient state-owned enterprises, which employs more than half of the country's workers (Blustein & Chandler, 2001). Membership also brings added pressure to meet tighter WTO standards for protection against piracy of patents, copyrights, and intellectual property—a systemic cultural and economic problem and major criticism of China as it has sought to become a world-class economic player (Marquand, 2002). And Beijing is particularly concerned about its vast agricultural sector, which employs its rural majority, and how increased unrest and instability may follow the flood of imported grain and other crops as tariffs fall (Eckholm, 2002; Roberts & Webb, 2002). Although many Chinese enterprises will continue to step up their recruitment of global leadership talent to help them prepare for these challenges and the greatly increased competition attending WTO membership, Chinese universities also have begun to churn out an increasingly educated and technically skilled workforce to help meet from within the growing demand for leadership talent in China (Neuman, 2002).

The China Europe International Business School (CEIBS) is a leading China-based educational institution dedicated to the economic development of this country and its business communities. It offers state-of-the-art instruction in international business and management to MBA students, managers, and senior executives in MBA, Executive MBA (EMBA), and nondegree professional certificate and customized company programs. With an impressive new campus in Shanghai's upscale Pudong district and a secondary location in Beijing, CEIBS is a not-for-profit joint venture between Shanghai Jiaotong University and the European Foundation for Management Development, established in 1994 under an agreement between the PRC's Ministry of Foreign Trade and Economic Cooperation and the EU's European Commission. With its list of distinguished full-time, adjunct, and visiting faculty from Europe, the United States, and Asia, CEIBS' EMBA program was ranked 29th in the World's Top 50 EMBA Providers list, and reaffirmed its claim on the position as the best business school in the Chinese mainland by breaking into the world Top 100 MBA list (92nd), placing a PRC school on the list for the first time.[1] With a history of only 7 years, CEIBS is also the youngest school on that list.

In early 2000, the first CEIBS two-year EMBA cohort (in five separate course sections of approximately 60–65 executives each—two groups taught in English and three in Mandarin) entered its second year, meeting every other month in four all-day sessions. The two sections taught in English included a few European and Australian executives who were not fluent in Mandarin, along with English-fluent Chinese executives, many of whom worked for Western multinationals. Those executives in the Mandarin sections were mostly senior executives in state-owned enterprises of the

PRC, several of whom also held significant leadership positions within the municipal government in Beijing and Shanghai. At this time detailed efforts began for the development of a planned leadership survey course to be offered in August and December of the final semester of 2000. Katherine R. Xin, then of the Hong Kong University of Science and Technology, who had been teaching as a visiting professor for CEIBS in the area of strategic human resource management, arranged with Charles M. Vance of Loyola Marymount University to design and conduct the intended leadership course for four of the five EMBA cohort sections in the fall of 2000 (Xin teaching the fifth section). As a team we both brought something to the table. The Vance side brought several years of experience teaching leadership, organizational behavior, and human resource management to executives, managers, MBAs, and undergraduate students, combined with his considerable consulting experience in training and instructional design and a Syracuse University doctoral background in instructional technology. Xin, originally from the PRC, had gotten her doctorate at University of California at Irvine and taught for several years in the United States, Europe, Hong Kong, and China in areas of strategic human resource management and organizational behavior.

COURSE TEACHING OBJECTIVES FOR THE CEIBS EMBA PROGRAM

The purpose of this leadership survey course was to provide for the executive students, holding significant leadership positions in state-owned and Western multinationals, a broad exposure to several dimensions and perspectives of leadership, and to assist them in beginning to plan their own leadership development within their organizations. Furthermore, the students were continually encouraged to plan for how leadership concepts that they obtain in the course could both affect organizational change and be utilized for developing the leadership talent of the employees in their organizations. The major dimensions and perspectives of leadership included:

- **Conceptual foundations of leadership**: Basic definitions of leadership, leadership imperatives in today's world, common misconceptions about leadership, trends in thinking about leadership, situational versus transformational/charismatic leadership theories, organization-wide leadership.
- **Transformational leadership**: Definition, joint focus on changing individuals and changing organizations for external adaptability, charismatic leadership, leveraged (diffused) leadership, key factors

and fundamental practices of transformational leadership, the language of effective transformational leaders.

- **Leadership and organizational culture**: Definition of organizational culture and its importance for effective leadership, how leaders change and reinforce organizational culture, self-assessment of organization core values and key strategic priorities and analysis of how they are being reinforced or weakened by organization policies and practices.
- **Leadership and the learning organization**: Old and new ways of thinking about learning in today's organizations, characteristics of effective learning organizations, valuable forms of learning in intraorganizational knowledge sharing groups, new roles and critical skills for leaders in effective learning organizations, working with organizational culture to reinforce individual and organization learning.
- **Leadership and empowerment**: Effective strategies leading to psychological empowerment, common fallacies and shortcomings of current empowerment research and practice, leader as performance engineer for empowerment, unfortunate neglect of forces of disempowerment, effective diagnosis (self and organization-wide) of sources of disempowerment, effective empowerment through removal of forces of disempowerment in the work environment.
- **Global leadership**: Critical need for the development of global leadership competencies for our expanding world marketplace, emerging profile of a successful global leader, major challenges and paradoxes facing global leadership, global leadership characteristics and skills.
- **Leadership and emotional intelligence (EI)**: Basic definitions and concepts about EI, EI links to success at all organizational levels, awareness and managing one's own emotions and impulses, self-motivation and coping, understanding and influencing the emotions of others, key leadership roles and responsibilities for building high organization-wide EI.
- **Super leadership (leading others to lead themselves)**: Basic definitions and concepts, individual self-assessment in self-leadership, key skills in self-leadership, roles and responsibilities of leaders in super leadership.
- **Upward leadership**: Power and influence in organizations as multidirectional, understanding one's boss and his or her work context, assessing personal supervision needs as subordinate, developing and maintaining a compatible and reinforcing relationship for effective upward influence.

- **Moral leadership**: Definition and basic concepts, role of personal and organizational integrity in moral leadership and achieving long-term organizational success, key behaviors to avoid and those to engage in for effective moral leadership.
- **Spiritual dimensions of leadership in organizations:** Current growing body of research on spirituality in organizations, major forms of spirituality in organizations (meaningful work, connection and community, the inner life), integration of personal core values and leadership practices, personal values/leadership actions gap analysis, leadership spirituality contemplation exercise.

COURSE DESIGN

The following discussion of our course design will aid those who wish to adapt our course for teaching leadership in other international contexts. Our syllabus and major handouts are included in Appendix A.

Prerequisite experience and coursework. To be accepted into the CEIBS EMBA program, students are expected to have at least 10 years of significant managerial experience and hold major budgetary and program responsibilities within their organizations. The average age of the students in the leadership course was between 35 and 40 years, with several students in their early 50s. Approximately 20% of the CEIBS EMBA students are female. This course followed three semesters in which students were required to pass at a satisfactory level (no letter grades given) foundation courses in economics and organizational behavior, as well as functional business courses in accounting, finance, marketing, operations, IS, and human resources.

Assigned readings. Due to the four consecutive full-day design of the course (Friday–Monday), the students were given the several assigned course readings, available in English and also translated into Mandarin, at least one month in advance and were told that they should be able to discuss the readings in class by the day for which they were assigned in the course schedule. The evenings between each full-day class held only enough time to prepare specific cases and application assignments and review readings for the following day. The readings were selected from a range of current and "classic" articles representing important concepts and perspectives covered in class. The assigned readings for the major course topics, presented in sequence, were the following:

Topic: ***Today's Leadership Challenge***
Reading: Wheatley, M. J. (1996). Leadership and the new science: Searching for a simpler way to lead organizations In S. J. Ott (Ed.), *Clas-*

sic readings in organizational behavior (2nd ed., pp. 238–243). New York: Wadsworth.

Topic: ***Conceptual Foundations of Leadership***
Reading: Bennis, W. G. (1996). Why leaders can't lead. In S. J. Ott (Ed.), *Classic readings in organizational behavior* (2nd ed., pp. 220–227). New York: Wadsworth.

Topic: ***Transformational Leadership***
Reading: Goleman, D. (2000, March/April). Leadership that gets results. *Harvard Business Review,* 78–90.
Reading: Tichy, N. M., & Ulrich, D. O. (1996). The leadership challenge: A call for the transformational leader. In S. J. Ott (Ed.), *Classic readings in organizational behavior* (2nd ed., pp. 210–219). New York: Wadsworth.

Topic: ***Leadership and Organizational Culture***
Reading: Sims, R. R. (2000). Changing an organization's culture under new leadership. *Journal of Business Ethics, 25*(1), 65–78.

Topic: ***Leadership and the Learning Organization***
Reading: Vance, C. M. (1990). Intra-organizational knowledge sharing groups: Applications and benefits for training and development. *Training and Management Development Methods, 4*(2), 13–21.
Reading: Schein, E. H. (1996). The learning leader as culture manager. In S. J. Ott (Ed.), *Classic readings in organizational behavior* (2nd ed., pp. 228–237). New York: Wadsworth.

Topic: ***Empowering Leadership***
Reading: Lin, C. Y. (1998). The essence of empowerment: A conceptual model and a case illustration. *Journal of Applied Management Studies, 7*(2), 223–238.

Topic: ***Global Leadership***
Reading: Thaler-Carter, R. E. (2000). Whither Global Leaders? *HR Magazine, 45*(5), 82–88.
Case: Zhuplev, A. V., & Vance, C. M. (1994). Russian enterprise in an emerging market economy: A key insider's view about management strategy for a successful transition. *Journal of Management Inquiry, 3*(3), 257–264.

Topic: ***Leadership for High EI (Emotional Intelligence)***
Reading: Goleman, D. (1998, November-December). What makes a leader? *Harvard Business Review,* 93–102.
Reading: Goleman, D. (1998). The emotionally competent leader. *Health Forum Journal, 41*(2), 36–39.

Case: Hays, S. (1999). American Express taps into the power of emotional intelligence. *Workforce, 78*(7), 72–74.

Topic: ***SuperLeadership: Leading Others to Lead Themselves***
Reading: Manz, C. E. (1990). How to become a superleader. *Executive Excellence, 7*(6), 9–12.
Reading: Manz, C. E. (1991). Helping yourself and others to master self-leadership. *Supervisory Management, 36*(11), 8–9.

Topic: ***The Moral and Spiritual Dimensions of Leadership***
Reading: White, J. A. (1998). Leadership through compassion and understanding: An interview with Aung San Suu Kyi. *Journal of Management Inquiry, 7*(4), 286–293.
Case: Kroll, M. J. (2000). Napoleon's tragic march home from Moscow: Lessons in hubris. *The Academy of Management Executive, 14*(1) 117–128.

In addition to these assigned readings, Noel Tichy and Eli Cohen's *The Leadership Engine: How Winning Companies Build Leadership at Every Level* (New York: HarperCollins Publishers, 1997; translated into Mandarin in 1999), was sent to each student a month ahead of the class as highly recommended but not required reading.

SCHEDULE AND TEACHING APPROACHES

Each of the four full days began promptly at 8:30 AM and ended at 5:30 PM, with 90 minutes for lunch. Each day was composed of four sessions of roughly equal length, and was designed with a variety of teaching approaches to enhance interest appeal to diverse learning style. These teaching approaches included lectures, total class and small group discussions of assigned readings, videos for further concept analysis, short cases (video or written), personal reflection and self-assessment, and small group and individual application exercises and assignments. Small group discussions were conducted either around group tables or in separate and nearby breakout rooms, depending upon the nature and length of the assignment and the particular facility used. Breakout rooms were also utilized in planning and preparing small group presentations for the final day of the class. As mentioned previously, two of the five class sections (two met in September and three in December) were taught in English, while three were taught by sequential translation into Mandarin through the assistance of a professional translator.

ASSIGNMENTS

Throughout the course students received individual self-assessment exercises on pertinent course topics to provide insights about personal leadership strengths and areas for possible future development. These short self-assessment exercises dealt with leadership style, company core value versus action consistency, emotional intelligence, self-leadership, moral leadership, and spiritual leadership.[2] Following each individual self-assessment assignment there were small group discussions about their individual results, providing opportunities for group support and problem solving. These small group discussions were also followed by a total class discussion to identify and summarize key insights gained from the assignment.

There was also a short group application assignment following a lecture on the language of leadership. Here each group was asked to prepare a 3- to 5-minute speech (to be delivered by one of the group members) utilizing the ideas from the lecture, and intended to be used as a student leader address (e.g., valedictory speech) before the fellow student graduates upon their upcoming CEIBS graduation. Here the language of leadership was used to urge fellow students on to personal and organizational excellence within the rapidly developing Chinese and world marketplace (there was strong interest among the students regarding the daunting challenges and opportunities associated with the impending entrance of China into the WTO). Although the most valuable learning application took place in small group preparation for the speeches, their delivery provided useful models for critical analysis and further learning, as well as a very realistic and captivating—as well as very entertaining—shared experience to add energy to the class.

Three additional, more extensive assignments dealt with capturing learning and insights throughout the course of the four days, and involved both individual and group participation. Two assignments consisted of the preparation of a personal leadership development action plan and group leadership consulting. A third learning application assignment, which also served as a source of individual student learning assessment, was a small group comprehensive exam conducted near the end of the course.

Personal leadership development action plan. For this assignment individual students were encouraged to regularly take simple journal notes during class and in the evening on specific ways in which the ideas presented and discussed (in both large and small group discussions) could be applied to their present organizational situations and needs, as well as to personal life situations. Then on the last day of class each student spent about 10–12 minutes presenting to his or her assigned student group: (1) specific leadership action plans to take after the course was completed (specifying what, why, how, when, where, etc.), and (2) areas for future

professional development related to leadership, including specific ideas for how the student would obtain this development. The students during this small group exchange also solicited input and feedback on their action plan from their group members, then finalized and submitted to the instructor a one-page action plan summary.

There were two important purposes of this individual action planning assignment. First, this assignment encouraged the students to continually search throughout the four days of the course for relevance of course information to their own worlds of work. Second, this assignment encourages timely workplace application of the learning to enhance learning transfer and to generate immediate and tangible perceived value to their organization from their involvement in this class.

Group leadership consulting. Near the end of the course the assigned student groups (approximately 6–8 per group) were required to select one of their group member's organizations as a living leadership consulting case. During class time near the end of the third day and during the fourth day they were asked as a group to (1) carefully analyze, based on the many concepts presented in class, the present nature and capability of leadership practices in this selected "client" organization, (2) conduct a thorough leadership problem diagnosis to examine *what* leadership problems or weaknesses presently exist and *why* they exist, and (3) develop clear, comprehensive recommendations for improving leadership practice within the client organization. In the final session of the course each group provided to the rest of the class a 10-minute oral presentation of the group's consulting project analysis/diagnosis of the client's leadership problems and recommendations for improvement.

This integrative living case analysis assignment near the end of the course had potential for generating valuable insights for the group member executive and company at the focus of the case. However, it was not expected or even suggested to the students that such a preliminary analysis, utilizing only the assessment technique of an in-depth group interview of one executive within the company, could possibly provide an adequate organization analysis for a valid and credible diagnosis and recommendations for improvement. Rather, this integrative group exercise provided an opportunity for all group members to consider what they had been exposed to and apply their learning in a relevant and compelling context—especially relevant for the group member whose company was at the focus of the exercise.

Small group comprehensive exam. To help encourage the review, analysis, and synthesis of the important course information, on the last day of class for each section a short exam (e.g., 15–20 true–false items) was given on information covered in the assigned readings and class discussions, with no access to class notes or readings during the exam. Students first took

the exam individually, then when all in the group had completed the exam they took the same exam in their assigned student group. Although students were expected to perform as well as they could individually (especially to save face among their fellow group members), to emphasize the value of team effort and collaboration, each student's final score was determined on this comprehensive exam by their group score alone.

STUDENT ASSESSMENTS

The following represented the relative weight of each of the evaluated student performance categories that determined each student's final grade:

Class contribution	30%
Leadership development action plan	20%
Small group comprehensive exam	30%
Group leadership consulting	20%
	100%

Individual participants' scores for the group leadership consulting assignment and the small group comprehensive exam (50% of the final grade) were completely determined by their group's effort to optimize collaborative learning and idea sharing in this course. To balance this collaborative focus, individual scores were also determined for each person's quality of class contribution and the leadership eevelopment action plan. The class contribution score (30%) was broken down into three equal components: attendance and punctuality, class participation (active involvement in total class and small group discussions), and class peer evaluation. The peer evaluation score represented an important and relevant performance measure for this class: quality of leadership influence on the learning of other class members as well as the overall ability to add value to the class. At the end of the course an anonymous peer evaluation was conducted to assess which individuals, in class and in smaller group work, had the greatest influence on individual student learning. It was determined in this anonymous peer evaluation process to avoid the very difficult process of trying to obtain critical performance feedback on fellow class members, but rather to identify those individuals who really stood out in a positive fashion according to overall student class perceptions.

CLASS OUTCOMES AND OVERALL OBSERVATIONS

The student course evaluations for this class were quite high and matched or surpassed the class evaluations for the other courses in the EMBA pro-

gram at the same time period. Based on informal feedback given during and after the class, students really appreciated this survey course on leadership. Several students indicated directly and indirectly through course administrators that they considered this course to be one of the most valuable taken during their EMBA program. In addition, the group consulting oral presentations and the individual deadership development action plans evidenced a strong grasp of the course concepts and ability to apply them in meaningful and productive ways within the students' own organizational contexts. We therefore believe that our course provided an effective initial step in preparing Chinese executives for greater leadership performance as they compete in the global marketplace. Furthermore, the modular design of the course easily lends itself to adaptation to fit a variety of time lengths and scheduling arrangements for graduate or nondegree executive education programs, easily adaptable to other international settings.

One particular surprise was the strong positive evaluations that were received from the Chinese executives regarding the final module dealing with moral and spiritual leadership. This outcome might be particularly surprising to those from the West who were raised facing the Bamboo and Iron Curtains, and received strong indoctrination that the people on the other side of those sociopolitical barriers were amoral and had little interest in spirituality. Perhaps the fact that this module was very well received by the Chinese executives was due to their being much more deeply grounded in traditions of Taoism and Buddhism, where meditation is deemed an important practice in life.

Some final overall observations, based on our experience, are appropriate here for those considering teaching leadership in China and in other developing economies. These observations relate to divergence versus convergence perspectives about course content and teaching methods, optimizing learning transfer, translation challenges, and potential areas for further development in teaching leadership in developing economies.

Convergence versus divergence perspectives in teaching leadership. The convergence perspective in international relations holds that as common technologies, communications, and strategic alliances continue to develop and increase around our globe, there will be an ever-increasing standardization or convergence in tastes, preferences, behaviors, and practices. Here cultural accommodation and customization are deemed as unnecessary and wasteful. This convergence perspective would argue for teaching leadership according to a standardized "universal" (often read as "Western") model, and toward an ideal model of global leadership competencies. We found this perspective to be viable in many ways for our design and delivery of this EMBA leadership course. In our experience the Chinese executives were clearly hungry for receiving and understanding state-

of-the-art and world-class concepts that would help them transform their organizations to higher levels of performance suitable for global competition as future members of the WTO, as well as in collaboration as part of growing Western alliance developments. There was little xenophobia apparent among these executives. They seem to look forward with pleasurable excitement—exemplified by their strong hope in posters everywhere for being selected as the site for the 2008 Olympics—to *converging* upon the global stage as an active player in competition and collaboration.

Near the end of one class in Shanghai when the students treated Vance to a special dinner at a local restaurant, he was surprised to note, as he was being driven by one of the student executives in his new Mercedes, an old familiar Jim Reeves country hit coming from the CD player. Several of the executives also commented about their frequent travels to the United States and Europe. The forces of global convergence were clearly apparent. Yet these Chinese executives clearly were very aware of the coming pain and difficulty that they would collectively face with necessary organizational restructuring and layoffs to increase operation efficiencies and allow them to compete globally, with great social costs attending rising unemployment. From a divergence perspective, their non-Western strong collectivist values were clearly evident.

A tenacious force of cultural divergence also was evident when the students afterward critiqued the "language of leadership" demonstrated in a surprise visit and motivational address by the Western-oriented CEIBS business school dean following a class presentation on the same transformational leadership topic (it couldn't have happened at a more opportune time). Many of the students found his "We're the best!" competitive approach to be much too aggressive and lacking the value of harmony and modesty that the Chinese held as an important part of their cultural values.

As we continually see transpiring before us in our growing global marketplace, our class sessions also thus reflected an interesting and challenging dance between alternating convergent and divergent perspectives. And as much of management theory and practice recognizes the persistence of fundamental cultural values that require adaptation despite other contemporary forces of convergence and homogenization (Paik, Vance, & Stage, 1996), in our course planning and design we also recognized the need for addressing the obstinate demands of cultural divergence. We therefore made a conscious effort to use quotes, readings, examples, and cases that dealt with leadership and leaders from several different countries and cultures, including the ancient Chinese philosopher-general Sun Tzu whose classic *The Art of War* illustrated many relevant topics of global leadership in the world's competitive marketplace, Napoleon and the hubris that contributed to his downfall, and China's more recent leader-hero who set the PRC moving inexorably toward modernization and the global market

stage, Deng Xiao Ping. It was interesting to note, however, in the study of transformational leadership and the language of leadership, how noticeably moved many Chinese executives were with a grainy black and white video of Martin Luther King, Jr.'s "I Have a Dream" speech and a reading of Lincoln's Gettysburg Address (see Appendix B for list of audiovisuals used by topic area).

Optimizing learning transfer. The objectives of the present leadership course focused on exposure to a wide assortment of leadership concepts and competencies—and did so within a very limited time span of four days. Much of higher education reflects this same trade-off in broadening of perspectives through wide topic exposure at the expense of not taking concepts in the limited time available to considerable depth necessary for skill development and effective application and problem solving. However, there was an effort in the present course to try to encourage learning transfer, with frequent small group discussions and idea sharing about group member issues and problems related to the topic at hand, and the individual and group assignments of leadership development action planning and group leadership consulting. CEIBS also is now providing ongoing professional development updates, professional networking meetings, and customized in-house programs to help its alumni with problem solving and customized skills training.

Translation challenges. For the non-English speaking classes, the professional translators provided very effective *sequential* translations from English into Mandarin as the faculty paused between statements. On occasion the professional translators, trained in languages and linguistics, fell victim to the argot and buzzwords of management science and organizational behavior. One particular challenge with language differences came with the discussion of empowerment. In Mandarin, the word "empowerment" is represented by two symbols that convey the meaning of delegation, or "giving a person the official right or authorization to act." However, when in the lecture it was emphasized that true empowerment goes beyond delegation or merely giving someone official authorization to helping the individual achieve a state of psychological empowerment, there was a lot of confusion. Essentially they were hearing, "True empowerment (delegation) is not delegation." In this case it was helpful to use an analogy of a lightbulb with a dimmer switch to convey the concept of empowerment as having full engagement of energy for optimal performance, and with disempowerment representing any lessening or diminution of that engagement. Using the dimmer switch metaphor, the executives were encouraged to consider what forces existed in the workplace that cause their employees' focus and energy to be less than full strength (disempowerment), and to use their leadership influence to remove or decrease the negative impact of those forces, leading to an

increase in the intensity of employee focus and energy for greater productivity (empowerment).

Potential areas for further development in teaching leadership in developing economies. One of the challenges in teaching leadership in China to business executives is to find good local examples and cases to demonstrate effective versus ineffective leadership under different situations. Case materials are hard to find. There are many stories about entrepreneurial success in China in the local press and management magazines. However, these stories tend to have more of a journalistic flavor. They are more of a news item than an in-depth examination of leadership in organizations. Even though executives in China are eager to learn and understand Western management and leadership concepts, they are equally hungry for examples of leadership in the context with which they can identify.

A related challenge is the availability of valid and reliable self-assessment leadership instruments. Many of the self-assessment tools we used in class were developed and validated in the West. We don't know if they are equally valid and reliable in the Chinese context. Management education and research in China is still at its nascent phase. Reliable and valid tools to assess leadership styles and behaviors designed specifically for Chinese executives are greatly needed and difficult to find. As in many other markets, China clearly represents a huge and fertile field ready and hungry for programs and educational materials in management and leadership education—certainly presenting an exciting opportunity for Western collaboration.

NOTES

1. October 22, 2001, edition of the UK's *Financial Times.*
2. The individual assignment related to spiritual leadership is described in Appendix C. Contact Charles Vance at *cvance@lmu.edu* to obtain exercise copies and usage guidelines.

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APPENDIX A: COURSE SYLLABUS AND TEACHING SCHEDULE

Course Objectives

This course provides you with the opportunity to explore the meaning of leadership and its many dimensions, especially as it relates to your present and future success in your organization. These important dimensions of leadership include:

- Conceptual foundations of leadership
- Transformational leadership
- Leadership and organizational culture
- Leadership and the learning organization
- Leadership and empowerment
- Global leadership
- Leadership and emotional intelligence
- SuperLeadership: Leading others to lead themselves
- Upward leadership
- Moral leadership
- Spiritual leadership in business

This course will also provide you with helpful opportunities to assess and gain insights about your present leadership styles, approaches, strengths, and areas for future development. At the end of this course you will have a better understanding of the nature and application of effective leadership, and an action plan to help guide your future development in this essential area contributing to your personal career and organizational success.

Teaching Methodology

To help optimize participant learning and interest, this course will use various instructional approaches, including case analysis, brief lectures and

class discussion, small group discussions, audiovisuals, reading assignments (readings and cases), self-assessments, small group exercises and assignments, and personal reflection and action planning.

Assigned Readings. An important source of your learning in this course is your assigned readings cases as indicated on the course schedule. You are expected to have read and be able to discuss the assigned reading material by the class meeting for which it is listed on the schedule.

Recommended book: Noel Tichy's *The Leadership Engine: How Winning Companies Build Leadership at Every Level*, 1999.

Class Contribution: Another important learning activity is your own attention and participation in class and small group discussions—this constitutes your overall class contribution. Your contribution can also have a major positive impact on the overall success of the course, including the individual learning on the part of individual class members. You can contribute in many ways. Near the end of the course I will briefly conduct an anonymous peer evaluation to assist me in assessing your performance in this important area of class contribution. This peer evaluation will assess your group members' perceptions of the overall quality of your contribution to your group work and discussions, as well as to your small group comprehensive exam.

Personal Leadership Development Action Plan: You are encouraged to regularly take notes during the class sessions and reflect afterward on specific ways in which the ideas presented and discussed (in both large and small group discussions) can be applied to your own situation—both in your personal and professional life. Then on the last day of class you will spend about 10–12 minutes presenting to your assigned student group: (1) specific actions you plan to take related to leadership after you complete this course (be as specific as you can regarding what, why, how, when, where, etc.), and (2) areas for your future development related to leadership (including your specific ideas for obtaining this development). Be sure to solicit the input from your group on your action plan. You will turn in your one-page summary of this Personal Leadership Development Action Plan at the *beginning* of the last session of this course.

Small Group Comprehensive Exam: To help encourage your review, analysis, and synthesis of the important course information, on the last day of class you will take a short exam (e.g., 15–20 true–false items) on information covered in the assigned readings and class discussions (no access to your notes or readings during exam). You will first take this short exam individually, then when all have completed it you will take the same exam in your assigned student group. Although you should do as well as you can individually, your score on this comprehensive exam will be determined by your group score alone.

Group Leadership Consulting: Near the end of the course your assigned student group will select one of your group member's organizations as a *living* consulting case. You will then (1) carefully analyze the present nature and capability of leadership practices in this "client" organization, (2) conduct a thorough leadership problem diagnosis to examine *what* leadership problems or weaknesses presently exist and *why* they exist, and (3) develop clear, comprehensive recommendations for improving leadership practice within the client organization. In the final session of the course your group will provide to the rest of the class a 10-minute presentation of your group's consulting project analysis/diagnosis of the client's leadership problems and recommendations for improvement.

Student Evaluation

Class contribution	30%
Leadership development action plan	20%
Small group comprehensive exam	30%
Group leadership consulting	20%
	100%

Teaching Schedule

Day One

Session 1

8:30–10:00 *Topic:* Introduction; Today's Leadership Challenge
Reading: "Leadership and the New Science: Searching for a Simpler Way to Lead Organizations" (Wheatley)

10:15–12:00 *Topic:* Conceptual Foundations of Leadership
Reading: "Why Leaders Can't Lead" (Bennis)
Assignment: Transformational Leadership Self-Assessment

Session 2

13:30–15:15 *Topic:* Transformational Leadership
Reading: Leadership That Gets Results (Goleman)

15:30–17:30 *Topic:* Transformational Leadership (Continued)
Reading: "The Leadership Challenge: A Call for the Transformational Leader" (Tichy & Ulrich)
Exercise: Building Transformational Leadership Language Skills

Day Two

Session 3

8:30–10:00 *Topic:* Leadership and Organizational Culture
Reading: "Changing an Organization's Culture Under New Leadership" (Sims)
Case: Johnson & Johnson's Credo (video)

10:15–12:00 *Topic:* Leadership and the Learning Organization
Reading: "Intra-Organizational Knowledge Sharing Groups" (Vance); "The Learning Leader as Culture Manager" (Schein)
Case: Herb Kelleher & Southwest Airlines (video)

Session 4

13:30–15:15 *Topic:* Empowering Leadership
Reading: Working Papers on Disempowerment (Vance)

15:30–17:30 *Topic:* Global Leadership
Reading: "Whither Global Leaders? (Thaler-Carter)
Case: Russian Enterprise in an Emerging Market Economy (Zhuplev & Vance)
Assignment: EI Self-Assessment

Day Three

Session 5

8:30–10:00 *Topic:* Leadership for High EI (Emotional Intelligence)
Reading: "What Makes a Leader?" (Goleman)

10:15–12:00 *Topic:* Leadership for High EI (Continued)
Reading: The Emotionally Competent Leader (Goleman)
Case: American Express Taps into the Power of Emotional Intelligence

Session 6

13:30–15:15 *Topics:* SuperLeadership: Leading Others to Lead Themselves; Upward Leadership (Managing Your Boss)
Readings: "How to Become a SuperLeader" (Manz); "Helping Yourself and Others to Master Self-Leadership" (Manz)

15:30–17:30 *Topic:* The Moral Dimension of Leadership
Reading: "Leadership Through Compassion and Understanding: An Interview with Aung San Suu Kyi" (White & Vance)
Case: Napoleon's Tragic March Home From Moscow
Assignment: Assessing Your Organization's Moral Leadership

Day Four

Session 7

8:30–10:00 *Topic:* The Spiritual Dimension of Leadership

10:15–12:00 *Exercise:* Small Group Comprehensive Exam and Discussion on Leadership (based on readings and class discussions)

Session 8

13:30–14:45 Individual Presentations in Groups on Personal Leadership Action Plans

15:00–17:00 *Exercise:* Group Presentations on Models of Effective Leadership

17:00–17:30 *Topic:* Course Summation—Continuing Our Leadership Journey

APPENDIX B: AUDIO-VISUAL RESOURCES BY TOPIC

Conceptual Foundations of Leadership

- Wheatley, M. J. (1993). *Leadership and the new science* [Video recording]. Carlsbad, CA CRM Films.

Transformational Leadership

- Martin Luther King, Jr. (1988). *I have a dream* [Video recording]. Oak Forest, IL : MPI Home Video
- Leadership and Organizational Culture
- *Johnson & Johnson Company philosophy and culture* [videorecording]. (1984). Boston: Harvard Business School Publishing Corporation

Global Leadership

- Sun Tzu. (1994). *The art of war* [Video recording]. Princeton, NJ: Films for the Humanities & Sciences.

APPENDIX C: INSTRUCTIONS FOR SPIRITUAL LEADERSHIP EXERCISE:

Personal Core Values

Contemplation Exercise

At the end of the final module dealing with moral and ethical leadership, students are posed the question: "What are your inner, personal core values in life?" To assist them in considering and identifying their personal core values, they are shown the following examples:

- Honesty: Truth telling, candid, openness
- Integrity: True to one's belief's, principles
- Courageous: Act on convictions
- Promise keeping: Fulfilling commitments
- Fidelity: Loyalty, maintaining confidentiality
- Fairness: Justness, equal treatment, nonbiased
- Caring: Showing compassion, kindness
- Respect: Human dignity, honoring uniqueness/diversity
- Excellence: High standards for quality
- Accountability: Responsibility, trustworthiness
- Support giver: Helping others develop their potential

The students are reminded that the above are only examples of possible personal core values, and that each individual will likely be different in his or her identified set of personal core values in life that are held most closely. The students are then asked to take the next 10 minutes in reflection for identifying their most important four or five personal core values, and considering why these are so important to them.

After this initial reflection, students are posed the question, "Is there a discrepancy or gap between your leadership actions and your personal values?" The potential negative outcomes of this gap are then discussed, including the following:

- Loss of sight of important goals, direction
- Personal effectiveness can be undermined through compromise, inconsistency, laziness
- Loss of trust and credibility
- Growing antagonism, hostility, disenchantment, apathy, cynicism

Students are now given 30 minutes to engage in the following exercise in spiritual contemplation, the results of which they are encouraged to include in their Personal Leadership Development Action Plan to be submitted at the end of the course:

1. Go off to some quiet place nearby where you can be alone and undisturbed with your thoughts.
2. With your personal core values in mind, reflect upon your recent actions of leadership and influence at work and in your personal life. Do you find any gaps between your actions and your values?
3. What can you do to begin to bring your actions more into alignment with your personal values?
4. Finally, how can you use your leadership influence to improve upon the spiritual dimensions of work in your organization?

Note: It should be emphasized that this exercise should not necessarily be associated with a particular established religion or religious practice, but can be applied by anyone regardless of religious convictions or affiliation—including atheists. Students should also be encouraged to share only those insights and personal observations that they are comfortable in sharing. This kind of spiritual reflection exercise was very well received by the Chinese executives, whose culture is historically grounded in traditions of Taoism and Buddhism where meditation is deemed an important practice in life.

CHAPTER 7

TRANSFORMATIONAL LEADERSHIP IN THE U.S. ARMY

Enhancing Unit Effectiveness through Effective Leadership Styles

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The United States military has invested substantial resources into developing and maintaining effective leadership at all levels of military personnel. For example, the U.S. Air Force Academy provides an extensive course on leadership in which faculty and students discuss best leadership practices in the Air Force and learn how to become a more effective leader based on self-assessment, individual planning, and active practice (Curphy, 1999).

There has been a considerable amount of prior research examining the relationship between leadership and performance in military contexts (Bass, 1998). Indeed, a sufficient number of empirical studies were completed over the last 20 years to provide data to conduct a meta-analysis

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comparing military and civilian findings that provided the basis for the current study. Overall, the individual studies as well as the results of the meta-analysis have reported a positive relationship between transformational leadership and follower extra effort, commitment, satisfaction, and promotion potential (e.g., Boyd, 1988; Gaspar, 1992; Longshore, 1988; O'Keefe, 1989; Salter, 1990; Yammarino & Bass, 1990).

However, despite the growing literature linking transformational leadership to performance in military contexts, there are relatively few studies that have examined how transformational leadership predicts performance in near-combat conditions longitudinally. Many studies have focused on assessing the transformational leadership of military leaders and relating those leadership ratings to predicting outcomes such as career success. However, prior research has not attempted to link ratings of transformational leadership to the performance of units in combat or near-combat conditions, which could provide ultimate evidence of unit effectiveness in military organizations. The purpose of this chapter is to describe one Army research project that we recently completed in which we tried to address the following question: "What type of leadership better predicts performance when units are dealing with high degrees of uncertainty and extreme challenges?" To address this question, we studied how the transformational and transactional leadership of 72 light infantry rifle platoon leaders predicted unit performance under near-combat conditions at the Joint Readiness Training Center (JRTC). We provide an overview of this 3-year research project and some preliminary findings. We also discuss the implications of our results for enhancing military effectiveness by teaching and training officers to become more transformational in their leadership style. Finally, we present an illustrative example of how an existing leadership training program could be modified and augmented to enhance organizational readiness and effectiveness in the U.S. Army as well as other military organizations. In the next section, we briefly summarize work that has been completed on transformational leadership in military contexts and then describe the current leadership project.

TRANSFORMATIONAL LEADERSHIP

Recently, the concept of transformational leadership has gained wide popularity among leadership researchers because of its qualitatively different approach to motivating followers (Gardner & Avolio, 1998; Howell & Avolio, 1993; Yammarino, Spangler, & Bass, 1993). Specifically, Bass (1985, 1990) argued that transformational leaders motivate followers by raising an awareness of the importance and value of the organizational mission and goals, getting followers to transcend their own self-interests, and shift-

ing followers' needs from lower to higher levels. The heightened levels of motivation among followers toward an increased level of performance has also been linked to how identified followers are with the unit's vision, mission, and culture (Shamir, House, & Arthur, 1993). Shamir and colleagues (1993) argued that one of the main reasons transformational or charismatic leaders can increase followers' motivation to perform beyond initial expectations is that followers accept and internalize a vision articulated by their leaders.

Transformational leaders express the importance and value of desired goals in simple ways and establish challenging expectations. They also help followers to transcend their own self-interests for the sake of the mission and vision of the organization (Avolio, 1999; Bass & Avolio, 1990). Followers feel good about their leader and want to identify with him or her. The inspirational leader's role modeling provides followers with opportunities to emulate the leader's success and raises followers' own expectations to accomplish difficult goals by providing extra effort. By showing high expectations and confidence in followers' capabilities, transformational leaders help followers develop commitments to long-term goals, missions, and vision.

One of the major characteristics that differentiates the charismatic component of transformational leadership from other styles of leadership is the charismatic/transformational leader's efforts to actively engage followers' self-concepts, including self-esteem, self-efficacy, and self-confidence (Gardner & Avolio, 1998; Shamir et al., 1993). Indeed, transformational leaders help followers focus on long-term-oriented and high-end needs such as the need for achievement, self-esteem and self-actualization, instead of short-term-oriented and low-end needs for safety and security (Bass, 1985). As a result, the nature of the relationships that transformational leaders establish with their followers is based on a higher level of emotional engagement with and personal liking for the leader (Kouzes & Posner, 1987). Shamir and his colleagues (1993) have proposed a theory of charismatic leadership that articulates how charismatic leaders engage their followers' self-concepts, thus transforming how they think about themselves linking their self-concepts to the collective concept of their unit. The linkage of the self-concept to the collective concept comes from identifying with their units.

Since transformational leadership has been shown to increase followers' motivation and encourage extra effort to go beyond the call of duty for the sake of group and organization, such leadership elevates the importance of the collective among followers (Avolio, 1999; Avolio & Bass, 1988). In other words, since followers' motivational states in working with a transformational leader are expected to shift from self-interests to collective interests, they would be expected to experience success through what their

group is able to accomplish (Bass & Avolio, 1990). Therefore, this style of leadership could be especially effective in situations where followers and members of units must work together to coordinate their activities to take on challenging, high-risk, and difficult task assignments, such as those characterizing the U.S. Army today.

TRANSFORMATIONAL LEADERSHIP IN MILITARY CONTEXTS

Transformational leadership is referred to in U.S. Army doctrine FM 22–100 to be at the core of what is called *adaptive leadership.* Yet, many historians would argue that the U.S. Army has practiced some of the components of transformational leadership as well as recognized the need for building unit cohesiveness since George Washington assumed command in 1775. The need to develop and maintain highly dedicated, adaptive, and visionary leadership in U.S. military organizations has always been high throughout U.S. history because military organizations have to maintain a strict chain of command and responsibility. The need for such leadership has been required not only when U.S. military organizations engaged in military actions such as a war against their enemies, but also when they were preparing for a broad range of deployments, including today's peacekeeping and peacemaking activities around the world.

The new Army doctrine takes the position that more adaptive leaders are required at all levels. These are leaders who exemplify the highest levels of ethical and moral conduct, who are able to gain the confidence of followers to make the ultimate sacrifice, who have the analytical ability to challenge problems that were unanticipated, and who focus on their own leadership development and the continuous development of others to confront the vast array of new challenges already identified and those still yet to be determined (Bass & Steidlmeier, 1999).

For the U.S. Army, the time increasingly is reduced for force build-up and entry into action. Today, the overarching goal for Army units is to be ready to project U.S. power on any continent in the shortest possible time, and to be totally successful in whatever mission is undertaken. Effective leadership on-post during peacetime, and off-post during training assignments is each considered critical to achieving success. The turbulent conditions now facing the U.S. military represent in many ways the types of challenges and uncertainty facing companies choosing to operate in rapidly changing global markets.

It is often argued that crisis is one necessary condition that facilitates emergence of charismatic and transformational leadership (Bass, 1985; Klein & House, 1995; Pillai & Meindl, 1998). According to Pillai and

Meindl (1998), crisis is "work situations causing stress and anxiety" (p. 653), and creates opportunities for leaders to take significant and purposeful actions. In other words, an impending or existing crisis is what unites followers under their leader and increases their willingness to work toward a common goal and mission. This can be best exemplified in various military contexts in which leaders and followers have to coordinate all of their resources (people and technology) to overcome any obstacles for their successful mission completion.

As noted earlier, there have been a number of studies that have examined transformational and transactional leadership in a variety of military contexts (see Gaspar, 1992, for a meta-analytic review of this literature). For example, Curphy (1992) reported that both the rated transformational and transactional contingent reward leadership of U.S. Air Force squadron leaders positively predicted the motivation, cohesion, and performance levels of their squadrons. Kane and Tremble (1998) studied ratings of leadership in 41 battalions in the U.S. Army, reporting that ratings of transformational leadership augmented transactional in predicting levels of extra effort and moral commitment. Shamir and colleagues (1998) reported that among Israeli Defense Force companies, unit morale, cohesiveness, and level of potency were each positively correlated with the level of trust in unit leadership, rated charisma, and a willingness to make sacrifices on the leader's behalf. Siebold and Lindsay (1991) established for 22 platoons that individual squad member satisfaction, pride in the platoon, and cohesion among the platoon and squad leaders measured shortly before joint action in the field, ranged predicted subsequent platoon performance $r = .53–.65$).

The Current Research Project

The purpose of this research project was to determine the extent to which military readiness of platoons and their leadership in near-combat conditions could be forecasted by 360-degree surveys of the transformational, transactional, and passive leadership styles. Specifically, ratings of transactional, transformational, and passive leadership of platoon leaders and platoon sergeants collected in garrison before the platoons participated in JRTC were used to predict unit performance. After we consulted with a group of consultants from the Army, we came to a conclusion that platoon readiness was less likely to be predicted at the squad level because of the short tenure of squad leaders and the squad members. Consequently, we concentrated our efforts on measuring platoon leadership as our main unit of analysis. Accordingly, performance measures also were collected at the platoon level.

Sample and Data Collection Procedure

Members of 72 platoons representing 24 companies and their platoon leaders (lieutenants) and platoon sergeants provided the leadership data for the current project. A total of 2,136 respondents participated in this project. Respondents included all ranks, from company leaders to enlisted members of the platoon. We decided to concentrate data collection on the three light infantry rifle squads in each platoon, excluding the heavier ordinance squad within the platoon in order to avoid possible error variance in ratings and performance between light rifle and heavy weapons squads. In the same way, the heavy weapons platoons in each company were excluded from data collection. Leadership ratings of platoon leaders and sergeants were collected from separate sources. Platoon members were randomly assigned to rate either the platoon leader or the sergeant.

Approximately one month after the leadership ratings were collected in garrison, each platoon engaged in the tactical mission exercises at JRTC, which include 11 missions comprising maneuvering to attack, attacking, and defending. Each platoon's performance ratings were obtained at JRTC from 123 highly experienced observers/controllers (O/Cs). These O/Cs were oriented by a retired colonel, who was part of our staff, at a special meeting held several days prior to their moving into the field with their platoons. An average of two O/Cs followed each platoon's various tactical mission exercises for a two-week period. Ratings of platoon performance were collected three times during the two-week period, or after approximately a third of the missions were completed. Our research design allowed us to measure platoon leaders' and sergeants' leadership styles using multisource ratings collected three weeks to one month prior to going off to the JRTC.

Measures

Leadership. There were a total of 36 leadership items measured in the military version of the Multifactor Leadership Questionnaire Form 5X (Avolio, Bass, & Jung, 1999). Only two items from the original survey had to be modified for the current project. Platoon members used a 5-point frequency scale to rate one of their respective leaders, who was either a platoon leader or a platoon sergeant. The scale anchors of frequency were as follows: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; and 4 = Frequently, if not always.

There were four subscales of transformational leadership that we combined to represent a higher-order construct of transformational leadership. They included the following:

- *Idealized Influence.* Sample item: "My leader talks about the importance of the Army ethics and values."
- *Inspirational Motivation.* Sample item: "My leader emphasizes the importance of having a collective sense of mission."
- *Intellectual Stimulation.* Sample item: "My leader seeks different points of view when solving problems."
- *Individualized Consideration.* Sample item: "My leader helps platoon members to develop their strengths."

We also used two subscales of transactional leadership to represent constructive transactional behaviors. These behaviors reflect those leaders who set expectations, standards, or goals to reward or discipline a follower depending on the adequacy of a follower's performance. The two subscales are:

- *Contingent Reward.* Sample item: "My leader rewards us when we do what we are supposed to do."
- *Management-by-Exception-Active.* Sample item: "My leader directs attention toward failures to meet standards."

Finally, we measured a passive style of leadership in each platoon. Sample item: "My leader delays responding to urgent problems."

Performance (Training Effectiveness). We measured *both* objective and subjective measures of performance prior to going off to JRTC and while at JRTC. First, we obtained platoon members' self-reported measures of extra effort, satisfaction, and effectiveness regarding their platoon and leader (both platoon leader and platoon sergeant), before the platoons left to attend JRTC. Second, we also used the O/Cs' performance ratings of each platoon based on how they completed their 11 missions at JRTC. Specifically, there were three measures of performance used in the current study. First, we developed 14 essential behaviors based on Army leadership doctrine (FM 100–22) to evaluate platoon leaders' and sergeants' leadership behaviors and their effectiveness (sample item: "This platoon leader (sergeant) persisted in dealing with difficult challenges"). Each item was based on a 5-point rating scale ranging from 0 = Not at all to 4 = Frequently, if not always.

In addition, we created two overall scales specifically for this project in order to assess the platoon's performance when they went through 11 near-combat missions at JRTC. One measure asked O/Cs to evaluate based on the question, "How well did this platoon accomplish its tactical mission taking into account the weather, terrain, support, and opposition?" The rating ranged from 0 = Much worse than could have been expected to 4 = Much better than could have been expected. The other performance measure asked the O/Cs to provide an overall assessment of the target pla-

toon's performance from the bottom fifth to the top fifth compared to the platoons they had experienced before as O/Cs.

The O/Cs were highly skilled and experienced observers. They have served the Army as tactical instructors with the ranks of captain, master sergeant, or sergeant first class. Collectively, they had an average of 11.9 rotations of the same experience prior to the rotation in which we collected performance ratings for this project. Our consultant explained to the O/Cs what the purpose of our study was and how they should use their "score cards" to evaluate the leadership and performance of the platoon they accompanied through the 11 missions.

The overall interrater agreement for the pairs of observers in each platoon was .75. Consequently, we averaged the two raters' performance scores to create a single performance score for each platoon, representing each of the performance dimensions described above.

RESULTS

Descriptive Statistics

Table 7.1 presents descriptive statistics including means, standard deviations, scale reliabilities, and intercorrelations among the constructs measured in the study. Table 7.1 indicates that all constructs had adequate scale reliability. Examination of the intercorrelations among these constructs revealed several interesting relationships. First, as expected, platoon leaders' transformational leadership had significant and positive relationships with platoon members' ratings of extra effort, effectiveness, and satisfaction in garrison before attending JRTC. Ratings of transformational leadership of platoon leaders also had strong positive relationships with the platoon's objective measure of performance. The platoon sergeant's transformational leadership had a significant and positive relationship with the platoon's performance, although the magnitude of this relationship was smaller than the relationship with platoon leaders.

Second, transactional leadership for platoon leaders also showed a significant and positive relationship with unit performance, although the magnitude of the relationship was somewhat weaker as compared with transformational leadership. Platoon sergeants' transactional leadership didn't have a significant relationship with unit performance. Third, as expected, platoon leaders' passive leadership had a significant negative relationship with ratings of platoon performance in the field. This negative relationship was consistent across all measures of performance that were used in the current study. Similarly, platoon sergeants' passive leadership style had consistent negative relationships with ratings of platoon effective-

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Table 7.1. Means, Standard Deviations, Reliability, and Intercorrelations among Constructs (N = 72 platoons)

			Intercorrelations[b]									
Variable[a]	*Mean*	*sd*	*PLTF*	*SCTF*	*PLTA*	*SGTA*	*PLPA*	*SGPA*	*EE*	*EFF*	*SAT*	*PERF*
PLTF	2.60	.37	(.96)									
SGTF	2.71	.35	.14	(.96)								
PLTA	2.32	.28	.544**	.15	(.86)							
SGTA	2.31	.30	.16	.68**	.12	(.84)						
PLPA	.85	.32	−.77	−.06	−.49**	−.14	(.89)					
SGPA	.80	.35	−.02	−.66**	−.16	−.33**	.04	(.91)				
EE	2.59	.48	.92**	.08	.52**	.10	−.77**	−.01	(.91)			
EFF	2.87	.42	.93**	.13	.55**	.16	−.85**	−.05	.94**	(.93)		
SAT	2.92	.47	.90**	.02	.46**	.07	−.76**	.76**	.90**	.90**	(.93)	
PERF	2.67	.53	.34**	.24*	.31**	.11	−.33**	−.14	.34**	.34**	.29*	

Note: [a] TF = Transformational leadership ratings for platoon leaders and sergeants; TA = Transactional leadership ratings for platoon leaders and sergeants; PA = Passive leadership ratings for platoon leaders and sergeants.
[b] Values on the diagonal represent estimates of scale reliability.

ness and performance. However, these relationships were generally not significant, except for ratings of satisfaction.

In order to further investigate the relationship between transformational leadership and platoon performance during their military training, we broke down the total of 72 platoons into top and bottom quartiles, based on the performance ratings provided by the O/Cs. As a result, we identified 18 platoons that represented the top 25% high-performing units and 18 platoons at the bottom representing low-performing units. Then, we plotted mean scores for the three styles of leadership (transformational, transactional, and passive) comparing these two groups. Figure 7.1 shows leadership ratings for platoon leaders from the high- versus low-performing platoons. Mean scores of transformational leadership for platoon leaders were 2.74 for high-performing platoons and 2.40 for low-performing platoons. This difference was significant based on one-way ANOVA ($F(1, 35) = 8.48$, $p = .006$). In contrast, high-performing platoons showed a lower level of passive leadership than low-performing platoons.

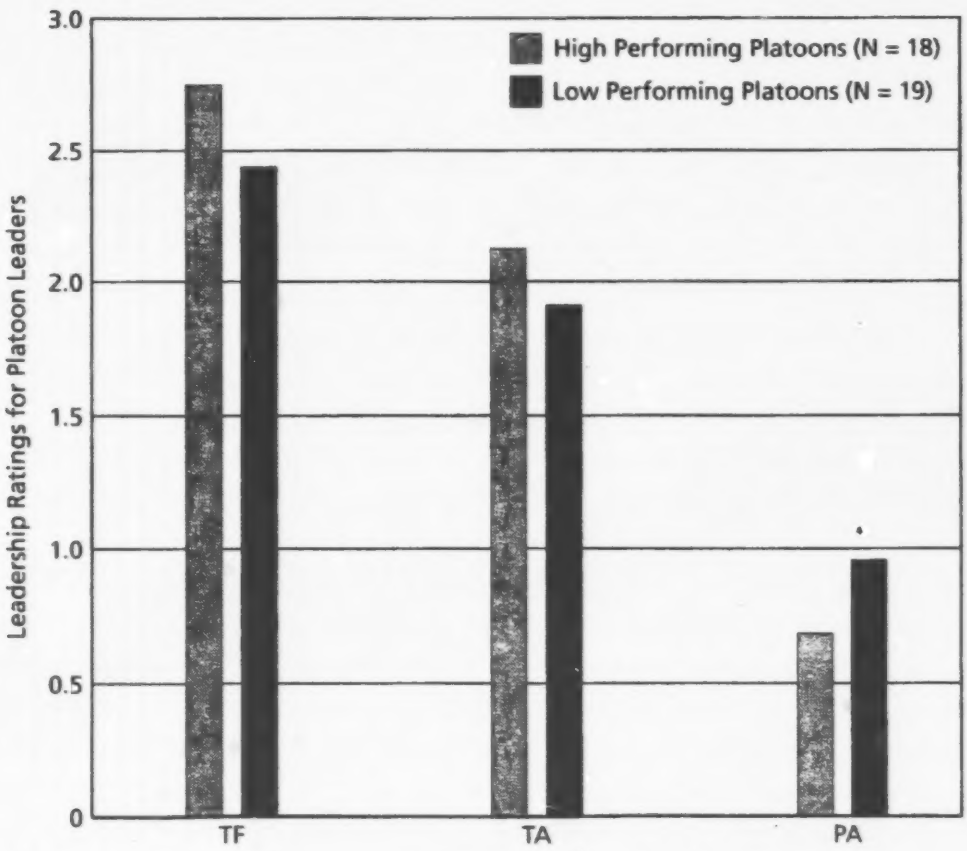

Figure 7.1. Leadership ratings for platoon leaders in high- and low-performing platoons.

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We also repeated the same analysis for the platoon sergeants' transactional leadership. Mean scores for platoon sergeants' transactional leadership from the high-performing platoons was 2.34, whereas the mean score from the low-performing platoons was 1.93. This mean difference also was significant ($F(1.35) = 5.15$, $p = .03$).

DISCUSSION AND IMPLICATIONS

We conducted a large-scale field study in which we used the military version of the MLQ to measure 72 platoon leaders' and 72 platoon sergeants' leadership style. Platoon members filled out the survey measuring leadership style of either their platoon leader or sergeant, several weeks before they went through rigorous tactical mission exercises at JRTC. Our primary goal was to predict their training effectiveness and performance based on different leadership styles shown by their leaders prior to going off to JRTC. In particular, we were interested in finding out whether prior perceptions of transformational leadership could predict platoon performance in the field.

The results offer two important implications for the U.S. Army in terms of how it can enhance platoon readiness and improve unit effectiveness through developing effective leadership style. First, transformational and transactional leadership style, which are more active and developmental forms of leadership, produced positive relationships with platoon performance measures, providing indirect evidence for their readiness to perform in this combat simulation. Second, when these 72 platoons were classified as being in the top 25% versus bottom 25% performing units, the platoon leaders and sergeants in the high-performing platoons displayed more transformational and transactional leadership. This is in line with Bass (1985), who argued that

> To the degree that military units, in contrast to military combat support units, can be faced with more turbulent environments, greater stress, more life-and-death emergency situations, with greater demand for the individual initiative, risk and commitment to unit goals, there is greater need for charismatic leadership to promote performance stimulation and transcendence of self-interest. (p. 159)

Implications for Training in the U.S. Army

The implications of our findings are particularly significant for Army leadership training and development since the differences we found in platoon performance at JRTC appear to be attributable to differences in the

frequency of transformational leadership behaviors seen by platoon members while the platoons were in garrison. Transformational leadership may become an even more powerful model for leadership training and development at higher levels in the organization where elements of collective motivation and coordination are typically more critical to overall organizational effectiveness.

As was mentioned earlier, today's military organization faces numerous challenges, rapid changes, and uncertainties, which call for a flexible organization with determined leaders who can inspire soldiers to participate enthusiastically in complex and oftentimes dangerous missions (Kane & Tremble, 1998). Based on our findings, charisma, attention to individualized development, and the ability and willingness to provide intellectual stimulation should be seen as critical to training today's military leaders to be more effective (see also Siebold & Lindsay, 1991). Leaders working with the new "Army of One" will need to be more capable of recognizing the needs of each and every individual to develop them to their full potential. In today's Army, soldiers at all levels are demanding more individualized attention and development. This calls for leaders who are more transformational and are able to communicate more openly within and between their units. For example, based on a qualitative analysis of comments made by O/Cs about the communication within the platoons participating in this study, we found a big gap between high- and low-performing platoons in terms of the degree to which the leader and platoon members communicated openly with each other, sharing their ideas and opinions. Communication was frequently broken between the platoon leaders and platoon sergeants as well as with platoon members in the lowest performing units. There now needs to be additional attention placed on improving communication processes in platoons, especially focusing on the dyadic relationship between the platoon leader and sergeant. These leaders could be placed in a transformational leadership training program in which they learn how to communicate with each other and their followers so that they could better identify their current challenges and develop a collective commitment to the unit's mission.

Based on the current study, we can offer several suggestions as to how the U.S. Army can enhance its effectiveness through using transformational leadership training. Our findings suggest that the platoon sergeant, a noncommissioned officer and the platoon leader, usually a commissioned second lieutenant, develop transformational leadership qualities, which in turn will enhance platoon performance. We believe that developing transformational leadership for platoon leaders and sergeants is as important as developing such leadership for high-ranking military officers. If the platoon unit is unable to successfully perform, things will only get worse as one moves up to the company or battalion level.

Second, it would be more desirable to introduce the concept of transformational leadership early in the careers of new military personnel, and to provide continuing support for its development. One approach might be an exclusive course on transformational leadership during their military preparation training. It is well known that many military academies have traditionally emphasized leadership education. However, it is not until quite recently that the subject of transformational leadership has been added to many of their educational and training programs. For instance, both faculty and students at the U.S. Air Force Academy have begun examining how Air Force commanders, who are identified as transformational leaders, can serve as role models for the cadets in their squadrons (Bass, 1996, 1998). The U.S. Army could follow a similar approach in terms of identifying transformational leaders to lead squads.

Third, coupled with adequate training programs for transformational leadership, it is important to create and maintain an organizational culture that supports the emergence of transformational leadership. Indeed, policies that facilitate the emergence of transformational leadership in platoons would be highly desirable, and should include changing what the Army now measures as performance potential. For instance, a policy of individualized consideration at all organizational levels will encourage a renewal of each individual leader to achieve his or her maximum potential throughout that individual's career in the Army (Bass, 1998). Moreover, measuring leaders on how individually considerate they are to others will serve to reinforce that transformational leadership is the desired leadership style for the U.S. Army. Similarly, policies should be in place so that intellectual stimulation is nurtured and embedded as a way of working with followers, especially where creative ideas and innovative solutions are needed to deal with uncertainties and challenges confronting our forces.

In order to illustrate a potential training program that could be used in the U.S. Army for its effective leadership development, we briefly describe a training model called "Full Range of Leadership" as an example in the following section.

Full Range of Leadership Model

In the Full Range of Leadership (FRL) model, developed by Bass and Avolio (1997), participants go through three basic training days and two to three advanced training days with a three-month interval between the basic and advance programs. A basic survey instrument called the Multifactor Leadership Questionnaire (MLQ), based on 360-degree assessments, could be distributed among platoon leaders and sergeants for self-assessment as part of their early career development program. The program was

designed to meet the anticipated needs for leadership education and training of people in organizations where it is important to meet the following strategic goals for enhancing organizational effectiveness:

- Promoting a collective leadership process
- Structuring a learning environment
- Supporting relationships and interconnectedness
- Fostering shared power
- Practicing stewardship and service
- Valuing diversity and inclusiveness
- Committing to self-development

We believe that the Army and other military organizations in the United States face many similar challenges that private organizations currently face, such as globalization, empowering and delayering the workforce, and continuous improvement for technological innovation. As such, fostering transformational leadership based on the Full Range of Leadership program could enhance organizational readiness and competitiveness in the U.S. Army.

The FRL program could begin with an introductory section that deals with basic issues such as how the participants could maintain good balance between management and leadership in various military contexts and situations. While good management involves planning, directing, and controlling various military activities, which are an important part of the organizational mission imposed by the U.S. Army, good leadership promotes the changing need to meet the current challenges in their worldwide operations.

The FRL program is based on eight conceptually different styles of leadership and associated behaviors ranging from Idealized Influence to Contingent Reward to a very passive leadership style called Laissez Faire (see Table 7.2). While it is beyond the scope of this chapter to discuss these eight styles of leadership along with the full 13 modules of the FRL program, the following is a brief description of the theoretical framework of the FRL program (see Avolio, 1999, for more information on the model).

Table 7.2. Sample Items Measuring Full Range of Leadership Model

Scale	*Item*
Idealized Influence	My leader talks about his or her most important values and beliefs.
Inspirational Motivation	My leader articulates a compelling vision of the future.
Intellectual Stimulation	My leader seeks different points of view when solving problems.
Individualized Consideration	My leader considers that I have different needs, abilities, and aspirations from others.

Table 7.2. Sample Items Measuring Full Range of Leadership Model

Scale	*Item*
Contingent Reward	My leader rewards me when I do what I am supposed to do.
Active Management-by-Exception	My leader keeps track of all mistakes.
Passive Management-by-Exception	My leader shows that he is a firm believer in "if it ain't broke, don't fix it."
Laissez-Faire	My leader is absent when needed.

- ***Idealized Influence***: Followers want to identify with the leaders. Leaders are trusted by their followers and are seen as having an attainable mission. Leaders envision attractive futures. They are charismatic, thoroughly respected, and set high standards and challenging goals. Finally, they provide role models for their followers.
- ***Inspirational Motivation***: Leaders clearly articulate the importance of the mission. They provide symbols and simplified emotional appeals for increasing awareness and understanding of mutually desired goals.
- ***Intellectual Stimulation***: Leaders encourage innovation by questioning assumptions about the old way of doing things, as well as values, beliefs, and expectations.
- ***Individualized Consideration***: Followers are treated on a one-to-one basis. Their different needs are considered, as well as their goals to accomplish more and to take on challenges more effectively. Assignments are delegated to followers to provide learning opportunities.
- ***Contingent Reward***: Leaders emphasize an exchange when they interact with followers. Leaders provide appropriate praise and rewards when followers meet agreed-upon objectives. Followers' needs are identified and linked to what the leaders expect to accomplish as well as to praise and reward if objectives are met.
- ***Active Management-by-Exception***: Leaders monitor follower performance and take corrective action if mistakes are discovered.
- ***Passive Management-by-Exception***: Leaders allow for the status quo to exist without being addressed. Only when things go wrong will leaders intervene to make some correction. Generally, the mode of reinforcement is criticism, negative feedback, disciplinary action, and punishment rather than the positive reinforcement of praise and reward used with contingent reward leadership.
- ***Laissez Faire***: This style reflects the absence of leadership and/or the avoidance of intervention. There are generally neither transactions nor agreements with followers. Decisions are often delayed; feedback,

rewards, and involvement are absent; and there is no attempt to motivate followers nor to recognize and satisfy their needs.

Based on these varying styles of leadership, platoon leaders and sergeants will have a number of opportunities to review each of the components of the model and discuss how they relate to everyday activity and effectiveness as military leaders if they go through the program. Case studies and behavioral examples could be used to demonstrate effective and ineffective leadership practices. Some examples of these cases can be found in Avolio (1999). Questions are posed about the four transformational leadership components (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) and how well it does and does not fit the participants' own behaviors in various military operations and missions they have. For example, platoon leaders and sergeants could also be asked to come up with their individual plan to maximize more active and transformational leadership behaviors while minimizing ineffective and passive leadership behaviors when they lead their respective platoon. It should be highly useful to have leadership assessment based on 360-degree feedback for an advanced workshop and follow-ups.

During the advanced workshop, participants could prepare and submit actual work problems that they have to face everyday. These problems may appear to be difficult or impossible to solve initially. Then, intellectually stimulating leadership approaches could be presented in order to demonstrate how to help their platoon and soldiers become more creative when they approach their work and practice. Platoon leaders and sergeants could also focus on understanding the characteristics of their own platoon's and higher organization's (e.g., brigade) culture. Finally, they will be given an opportunity to envision a near future in which they have aligned their own interests as leaders with those of their subordinates, colleagues, and whole organization. Each participant could develop a videotape that shows their vision of the near future as a way to reinforce their goal and maintain their high levels of commitment. A sample training program with various modules is shown in the Appendix as a guideline.

In sum, the FRL model and training program briefly described above could be provided for platoon leaders and other officers as part of their career development. The program has successfully trained leaders to be more effective based on continuing evaluations by concentrating on specific behaviors and coupling transactional and transformational leadership skills (Bass & Avolio, 1997). Demonstrations of its educational and training success have been accomplished in a number of large multinational firms and government agencies in the United States, Canada, Europe, and Asia. Participants trained range from CEOs, company presi-

dents, and senior executives to first-line supervisors, interfunctional team leaders, and nonsupervisory staff professionals. We described this specific program as a way to demonstrate how an existing leadership training program could be modified and augmented in the U.S. Army as well as other military organizations.

CONCLUSIONS

Our preliminary results suggest that platoon leaders and platoon sergeants who display more transformational leadership in garrison will lead more effective platoons going through near-combat conditions. Although many leadership training programs tend to concentrate on the positive styles of leadership, our results point to the importance of examining and eliminating passive avoidant leadership as well. Results presented here clearly indicated that leaders, who were more passive and/or avoidant in garrison, also led platoons that performed worse at JRTC.

Overall, the current study provides ample justification for linking individual transformational and transactional leadership to platoon performance. The next obvious step is to see how such leadership can be developed and trained to augment platoon performance in the U.S. Army.

NOTE

1. Bernard M. Bass and Bruce J. Avolio served as co-principal investigators in this project (Contract No. DASW01–008) sponsored by the U.S. Army Research Institute for the Behavioral and Social Sciences. The current chapter reports some preliminary findings. The authors wish to thank retired Lieutenant General W.F. Ulmer and Colonels M. Shaler and W. M. Snodgrass for their active consultation in all phases of the project. We also wish to express our appreciation to the generals in command of the 10th Mountain and the 82d and 101st Airborne Divisions for their cooperation and the officers and enlisted men who participated in our project.

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APPENDIX

A Sample Program for Transformational Leadership Training

Basic Program: The following table describes a sample basic training program for transformational leadership development in the Army and other military organizations. This three-day-long program focuses on building awareness of the Full Range of Leadership model. Diagnostic skill building and development of potential are also discussed.

Module	*Content*
1	Participants establish what they consider to be "ideal" attributes of leadership. The ideal leader profile is established for benchmarking purposes.
2	Participants review a broad range of leadership styles within the framework of a meta-theory of leadership. Detailed cases and behavioral examples are given.
3	A short videotape depicting key behaviors associated with the range of leadership styles reviewed in module 2 is presented.
4	Participants are provided with a detailed profile based on ratings received by completing the MLQ. Feedback on the leadership and outcome scales is provided. A preliminary development plan is established.
5	Participants work in groups developing a videotape contrasting transactional and transformational leadership.
6	Survey feedback is provided on their leadership style and strategic issues are discussed for personal development.

Module	*Content*
7	Participants provide each other with feedback on leadership behaviors observed in the program and what they would expect from each other outside of the program context.
8	Finally, participants address potential blockages in the organization that may inhibit the effective implementation of the participants' leadership plans. Participants reformulate their plans and refine objectives. They discuss strategies for overcoming blockages with their group members and in a plenary session.

Advanced Program: When the participants finish the basic program and work with their followers, they would come back to take a follow-up advanced program. The advanced program generally involves a readministration of the MLQ survey, as well as additional development activities designed in accordance with the needs of each participant and the organization.

part III

PROGRAMMATIC THEMES

CHAPTER 8

TEAM TEACHING AN MBA LEADERSHIP COURSE

Mechanisms for Integrating University Faculty with Executive in Residence Faculty

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A routine search of the electronic database ABI-INFORM yields few references to the subject of team teaching. Of these, none are concerned with organizational behavior courses in general or leadership courses specifically. A search of education-related databases is slightly more fruitful, yielding a moderate number of articles in a wide range of subject areas, including optometry, women's studies, anthropology, economics, and psychology (Flanagan & Falston, 1983; Heath, Carlson, & Kurtze, 1987; Lindauer, 1990; Plotnicov, 1985; Toomey & Eldridge, 1982). Yet, as was the case with the business search, virtually none of these references describe the team teaching of business courses (for the proverbial exceptions to the rule, see Durcan & Kirkbride, 1987; Easterby-Smith & Olve, 1984) with no literature related to the team teaching of leadership. This gap in the business and education literatures is troubling since attention to course con-

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text (e.g., undergraduates vs. graduate student or M.S. in Sociology vs. MBAs) is important to the design and delivery of team-taught courses (Plotnicov, 1985). The dearth of studies on team teaching rests in sharp contrast to the past decade's frenzied rush by organizations toward the team form of organizing and the commensurate rush by business school faculty to increase the "teaming" of students.

The purpose of this chapter is to describe team teaching methods employed to teach a graduate business course. Both university and executive in residence faculty appear on the team in our model.[1] The contributions of this manuscript are threefold. First and focally, the manuscript makes a new contribution to the broader team teaching literature by describing structural and procedural mechanisms for integrating university and executive in residence faculty. Our review found the extant literature to be focused on the integration of university faculty exclusively. Second, we add to the predominately descriptive literature on team teaching in different educational settings by describing the delivery of a team-taught course in a graduate school of business. Third, to our knowledge, this is the first manuscript describing a team-taught course on the topic of leadership. Topics rich in diversity of perspectives and levels of analysis, such as leadership, are especially appropriate for team teaching (Doebler & Smith, 1996). Prior to this description, we briefly discuss the promise and concerns associated with team teaching followed by a brief review of the various configurations identified in the literature as team teaching.

THE PROMISE AND PITFALLS OF TEAM TEACHING

Team teaching is a viable tool for introducing different perspectives and expertise into the classroom with demonstrated success (Durcan & Kirkbride, 1987; Schamber, 1999). Different teaching styles, topical lenses, and experiences may serve to reach students with different learning styles, backgrounds, and needs when differing knowledge bases such as theoretical and practical knowledge are regarded with equal importance (Bennett, Ishler, & O'Loughlin, 1992; Newstrom, 1981).

Newstrom (1981) outlines several additional benefits of team teaching, including:

- The changing of faculty lengthens student attention spans.
- Faculty members strive harder to perform when students can compare their performance within the same course.
- Faculty may learn from interaction with other faculty members.

Team teaching may be especially appropriate for more mature learners, such as graduate business students, by providing an opportunity for more

self-directed learning and may reflect current business practice by modeling techniques of team building (Hatcher, Hinton, & Schwartz, 1996).

In one survey of adult learners, the majority of which had no prior experience with team taught courses, reactions to and perceptions of a team-taught course were very positive (Hatcher, Hinton, & Swartz, 1996). Outcomes of team teaching from a student perspective include:

- Students indicated that instructors were behaving more like facilitators than teachers, an approach consistent with adult learners.
- Students indicated that more team-taught classes should be offered.
- Students reported that the course was an outstanding learning experience.
- Students reported that the course socialized class participants more than "traditional" courses did.
- Students indicated that the learning environment was more conducive to learning than a traditional course.
- Students identified that a variety of teaching styles were in use. In this same survey, the students who had prior experience with team-taught courses indicated that the overall quality was above average and that team teaching was preferred to traditional teaching.

Doebler and Smith (1996) suggest that one strength of the team teaching approach is to prevent the "glossing over" of certain topics that lie outside an individual faculty member's expertise. Through careful recruitment of faculty and via the planning process, the leadership course described in this chapter focused on four primary forms of leadership: self-leadership, dyadic leadership, group leadership, and organizational leadership. The breadth and depth of expertise in this team-taught course extended beyond what any one faculty member could do individually.

Despite the promise, the reality is that many potential pitfalls are inherent in team teaching for both students and faculty. When coordination issues are not explicitly addressed in advance, students may leave the course with a set of disjointed learnings and no framework or integrating mechanisms beyond the textbook. Students are also at risk because they may suffer some anxiety and apprehension with a change away from the traditional format of one instructor style per course. Knowing what instructor they are "really" responsible to is an additional source of uncertainty (Hatcher et al., 1996).

George and Davis-Wiley (2000) identify three faculty pitfalls in team teaching:

- Team teaching takes more time and energy in planning, teaching, and evaluating than a course delivered by a single faculty member. Team members are required to devote more energy to developing

parsimonious and clear learning points when there is little or no opportunity to make up lost ground or clarify ambiguities in a future week.

- Teaching loads are often at issue since most public funding formulas are biased toward quantity (i.e., full-time equivalents) of students served over quality of service delivery. Thus load assignments are seldom consistent with effort levels in team-taught courses.
- The firmly entrenched belief systems and tastes for classroom autonomy of many academics often make collaborative teaching difficult.

Classroom autonomy is often considered to be one of the perks of the higher education profession and the loss of autonomy can be a new and threatening experience. Doebler and Smith (1996) echo some of these pitfalls while suggesting others. These include difficulty in faculty getting to know the students, content overlap across faculty, student inability to ask follow-up questions, potential for topic compartmentalization, perceptions by faculty that lack an understanding of the logistics of the teaching team that team teaching is actually a hidden form of release time.

WHAT IS TEAM TEACHING?

Bass (1990) makes the somewhat tongue-in-cheek observation that there are as many different definitions of leadership as there are leadership scholars. We found a similar phenomenon in the team teaching literature (cf. Anderson & Speck, 1998). Team teaching is not simply bringing in guest speakers following a brief conversation about how their topic can be related to the course material. Easterby-Smith and Olve (1984) define team teaching as involving two or more instructors collaborating over the design and/or implementation and evaluation of the same course or courses.

Newstrom (1981) provides four models of team teaching. The "classic" model is comprised of two team members where one team member has high status and the other low status, but neither is present when the other is leading the class. The "Socratic" model is comprised of team members with different status who are jointly present for all classes. The "democratic" model is comprised of team members with equal status who have sole responsibility for presentation of a topic. The "integrative" model is comprised of team members of equal status who interact in the presentation of material.

Durcan and Kirkbride (1987) describe a blend of the classic, Socratic, and integrative models where two faculty members predetermine high- and low-status roles based on relative strengths for a particular course session. The high-status member typically gives the course lecture and the lower status faculty member (follower) reacts and expands upon the lead's

comments. Their description suggests that the follower role helped to summarize and clarify leaders' points. They also found that students adopted the follower role as a role model, taking cues for their own interest level from the interest level of the low-status faculty member.

In the course described in this manuscript the democratic model was predominant. Aspects of the Socratic model were present since the course coordinator was present at all classes, made occasional comments, and asked occasional clarifying questions. However, it was always obvious to the class that whoever was in front of the room was in control of that class meeting and the course coordinator was subordinate and acting in a lower status role for that evening. By using a democratic model in this course we lost some of the synchronous observation of differences that some have found to be of value in team teaching as well as the role-modeling aspects of collegial disagreement available in the integrative model. This was a necessary tradeoff to attract high-quality executive in residence faculty that would be unobtainable or prohibitively expensive to access for longer time periods.

UNC-GREENSBORO TEAM-TAUGHT LEADERSHIP COURSE

Background

Context. This team-taught leadership course is offered as an elective in The University of North Carolina–Greensboro (UNCG) MBA program. Founded in 1891, UNCG is a public doctoral granting institution located in the southeastern United States with an enrollment of approximately 13,500 students; 2,000 of these are in the Bryan School of Business and Economics. UNCG is one of 16 universities, third in number of doctoral conferring degree programs, in the University of North Carolina system. Larger system members include UNC-CH (Chapel Hill), NCSU (Raleigh), UNCC (Charlotte), UNCW (Wilmington), and Appalachian State (Boone). Approximately 250 students are enrolled in the MBA program, comprised of eight-week evening-only courses for which the student receives 1.5 credit hours per course. The eight-week format provides students exposure to more course titles for a given set of credit hours than many MBA programs provide but also increases the pressure on faculty and students to "hit the ground running" and to "exit running." The leadership course is a popular elective taught by various collaborations of university faculty, professional trainers, business practitioners, and civic leaders. To date the composition of the faculty (university and executive in residence) has failed to repeat exactly in any consecutive semester. Table 8.1 provides a roster of the most recent faculty team.

Table 8.1. Fall 2001 Faculty Schedule

Week 1	**Dr. Richard Hughes**, Director of Research and Development, Center for Creative Leadership, Colorado Springs, CO[a]
Week 2	**Mr. Nido Qubein,** Chief Executive Officer Creative Solutions, Chief Executive Natural Grain Breads, Leadership Consultant
Week 3 & 8	**Dr. Kevin B. Lowe**, UNCG Faculty Member, Course Coordinator, Associate Editor—*The Leadership Quarterly*
Week 4 & 6	**Dr. Catherine Holderness**, UNCG Faculty Member, MBA Program Associate Director
Week 5	**Dr. John McCulloch,** retired senior vice-president, Lucent Technologies (formerly with Bell Laboratories), independent consultant.
Week 7	**Dr. Rob Kaiser,** Director of Research and Development, Kaplan-DeVries (a top executive leadership consulting firm)

[a] Dr. Hughes is the first author on the course textbook, *Leadership: Leveraging the Lessons of Experience, Third Edition,* © 2001, McGraw-Hill.

A key integration challenge is incorporating new faculty members and content each semester while maintaining course flow and adherence to key learning objectives. Another key challenge is to provide common practice fields (assignments) that enable and reinforce student learning across diverse faculty member teaching styles. Key integrating mechanisms crucial to weaving seams between and within faculty and students are summarized in Table 8.2 and discussed below.

Table 8.2. Mechanisms for Integrating Course Faculty

- Use of a course coordinator
- Coordinator—faculty member meeting (dyad)
- Pre-course faculty meeting (team)
- Collective writing of the syllabus
- Weekly couse cordinator emails
- Integrated case
- Learning journals
- Final paper

Key Features of the Course

Use of a course coordinator. The coordinator is a faculty member who receives teaching load credit for performing this role. The coordinator does early preparation work including selecting a text, preparing a straw-

model syllabus, and structuring the initial faculty coordination meeting. The coordinator is responsible for acquiring executive in residence faculty by leveraging personal-, school-, and university-level networks. In UNC-Greensboro's case a common outcome of this networking process is the commitment of an executive in residence faculty member from the main campus of the Center for Creative Leadership (CCL). CCL has been rated number one in the area of leadership training and education by *Business Week* in each of the last two biannual executive education special reports (Harvard, Michigan, INSEAD, and the University of Pennsylvania round out the top executive five). Business and civic leaders are more commonly obtained through faculty consultative relationships, alumni, school and university advisory boards, and the venerable word-of-mouth method.

The coordinator–faculty member meeting. Once the composition of the faculty is determined, the course coordinator meets with each faculty member individually. The purpose of the meeting is to communicate the learning objectives of the course and the way in which the individual's perceived competencies are related to those objectives. We also engage in co-inquiry with the faculty member in an effort to determine how the objectives and competencies can be meshed. The coordinator shares "war stories" from prior semesters of pedagogical approaches that worked and failed, describes the typical range of MBA student preparation, and communicates general information about other team collaborators and the rationale for their inclusion. Through this dialogue the coordinator helps the faculty member to enhance their existing schema for how their sessions of the class might be developed in a manner consistent with learning expectations and team member expertise. Other more mundane factors are also discussed at this meeting including course enrollment expectations, classroom technology availability, and the extension of parking privileges.

Pre-course faculty (team) meeting. Bennett and colleagues (1992) state that effective collaboration requires an equal relationship among all parties, a commitment to ongoing dialogue and mutual inquiry, and a willingness to discuss issues and problems. Initial progress in each of these areas is an appropriate goal for the pre-course meeting.

At this meeting faculty meet each other, receive a briefing on the ideas other team members will be presenting, ask questions, establish conceptual links, and identify or eliminate overlaps. Agreeing on basic expectations, knowing who will teach what parts of which topics, and agreeing on basic expectations for each faculty member have all been identified as elements of good team teaching (George & Davis-Wiley, 2000). We also consistently review prior semester syllabi to enhance faculty member buy-in and make modifications appropriate to the new teaching team (as suggested by George & Davis-Wiley, 2000). Best practices and learning points from ear-

lier semesters are discussed and policies are established. For example, we agreed that all classes would have an experiential component.

The optimal order of each faculty member's class week(s) are determined and agreed upon, keeping calendar constraints in mind. Typically, the course coordinator gives the opening and closing lectures (subject to executive in residence faculty member availability) with the remaining faculty contributing to lectures in the order that makes the most pedagogical sense. The pre-course meeting should be characterized by rich dialogue and extensive interaction if more mundane faculty concerns have been addressed completely in the coordinator–faculty member meetings. The rich exchange socializes members toward a sharing and joint responsibility for course learning objectives.

Collective writing of the syllabus. Following the pre-course meeting the coordinator distributes a straw model syllabus by email. Faculty contribute a description of their content week(s) and suggested wording changes for the common section of the syllabus are made with the goal of explaining content and making connections for the students across content areas, as discussed at the pre-course meeting. Requiring the faculty to make this cognitive effort early on is an important step in planting seeds for cross-linking lectures. Faculty are required to identify chapters from the course textbook (selected by the course coordinator) that they will draw on in their lectures or to which students may refer for related content. Faculty are also asked to identify relevant supplementary readings, which are placed on electronic reserves through the university library. We have found that using electronic reserves, with their anytime from anywhere availability, is preferred to providing "hard copies," which can be misplaced by the students or require follow-up arrangements for absent students. Text chapters and supplementary chapters are identified in the course syllabus, which is posted to the MBA website at least two weeks before the course begins. The identification of lecture relevant chapters and supplementary readings also serves to identify over- or underemphasis of traditional leadership topics. In cases of substantial overlap of some topics and undercoverage in others, faculty members are asked to reconsider their chosen emphasis areas in a manner consistent with course learning objectives. The course coordinator edits multiple iterations until faculty team members are satisfied with the syllabus. Consistent with Doebler and Smith (1996), considerable attention is given in the final syllabus to communicating the topic to be covered at each class, the appropriate reading assignments for that topic, and which faculty member(s) will be in class that day.

The pre-course team meeting and collective writing of the syllabus are important opportunities for realizing the potential in a team-taught course. Engaging faculty members, especially executive in residence faculty members, to work cooperatively in both the planning and implementation

of the course brings the best thinking of all team members to the planning stage and enhances coordination and cohesiveness in the delivery of the course. When faculty members develop lectures and make in-class references that communicate a clear knowledge of other lectures and observe faculty members tactfully addressing conflicting viewpoints, they act as role models for effective collaborative efforts in their future careers (Doebler & Smith, 1996).

Weekly course coordinator update emails. The course coordinator attends all class meetings to give a common face to the students and to act as a linking pin between faculty members. The course coordinator also sends a weekly email providing a synopsis of the most recent lecture and those topics/activities for which this semester's student mix appears to have high/low energy. This reflective practitioner approach (Schon, 1983) by the course coordinator allows entering faculty to arrive versed on prior lecture emphasis points, to have a feel for class tone, and to alter delivery style and activities as warranted by perceptions of student mix. The consistent component of weekly email is the synopsis of the most recent lecture. The balance of the email varies from week to week based on the coordinator's subjective impression of the last lecture and informal feedback from students. Topics have included student preferences for more(less) discussion, perceptions of over(under) reliance on the practical or theoretical aspects, and hopeful expectations that a certain "burning question" will be addressed in detail by a specific faculty lecture.

Single integrated case. In our experience, university faculty lean toward emphasizing theory and models while practitioner-trainers emphasize activity-based learning and business and community leaders emphasize lessons of experience. Using one case study throughout the class allows the student to ground the various ideas and perspectives of different faculty against a common element. The ideal case contains various aspects of leadership such as visioning, team building, managing change, confronting conflict, and self-leadership. In the two most recent iterations of the course we have used a Harvard Business School case, Charlotte Beers at Ogilvy & Mathers. We have found this case to be useful in increasing student discussion of leader gender as a potential leadership issue even though gender does not appear to be intended as an issue in the case writer's description of this successful leader. The use of a common case also provides a common context for student–faculty dialogue to explore and illustrate key learning points. Students prepare a case journal of approximately two pages due on class week's 3, 5, and 7 (see Table 8.3).

Table 8.3. Course Assignments

Timing	*Assignment*	*Length*
Week 2	Learning journal	2–3 pages
Week 3	Case journal	2–3 pages
Week 4	Learning journal	2–3 pages
Week 5	Case journal	2–3 pages
Week 6	Learning journal	2–3 pages
Week 7	Case journal	2–3 pages
Week 8	Learning journal	2–3 pages
Week after week 8	Final Paper	10–20 pages

In the case journal students are expected to integrate their leadership learning to date (lecture and textbook based) to the case study, while providing special attention to the two most recent classes. We believe that consistently having the students reflect on what they have learned in the course to date with a rolling emphasis on the prior two weeks is a powerful tool for embedding learning. Table 8.4 provides the main criteria for case evaluation.

Table 8.4. Criteria Used in Evaluating Learning and Case Journals

- ❖ Is the Journal person-based rather than solely an abstract theoretical discussion?
- ❖ Does the journal contain an introspective element?
- ❖ Deos the journal reference lecture content?
- ❖ Does the journal reference course readings?
- ❖ Does the writer make actionable observations?
- ❖ Does the writer state how they will translate observations into personal action?

Learning journals. Students reflect on a personal experience where they were either the leader or the follower and relate the course content to date (with emphasis on the prior week lecture) to that experience. For example, following a session on leader power the student might reflect on leader power usage in the situation chosen, how it was or could have been optimized, and what actionable learnings can be gleaned from the reflection. The students write learning journals of approximately two pages in length due in weeks 2, 4, 6, and 8.

Timely evaluation. While there is general consensus in the education literature that prompt feedback is desirable (and certainly desired by graduate students) it is perhaps more important in a team-taught course. Students in a team-taught course, especially the form described here, are already deal-

ing with considerable ambiguity as faculty style and content changes from week to week. Prompt feedback on learning and case journals are a key method for communicating if student attention and application of course content is on track. We find that making comments not only on writing style and application but also to reinforce key lecture points improves student listening skills (what to listen for) in subsequent weeks.

One ongoing topic of discussion is the assignment of evaluation responsibilities. One alternative is to let the faculty member who delivered the lecture grade student work relevant to that lecture. The use of executive in residence faculty introduces four concerns with this approach. First, executive in residence faculty are unfamiliar with assigning ratings within an educational context and may have a significantly different frame of reference for evaluating student work. Second, executive in residence faculty may not be experienced in providing feedback on written products and thus student progress on subsequent journals may be impaired. Third, executive in residence faculty members donate their scarce time and energy to prepare and deliver a course lecture. To further burden the time of high-profile individuals with the grading of journals might interfere with their motivation to contribute in future semesters. We feel that making them a partner in course content can be separated from making them a partner in course evaluation. Fourth, accreditation issues might arise from outsourcing the evaluation of student learning.

However, we are aware that a persuasive argument can be made for team grading (see George & Davis-Wiley, 2000) and over multiple iterations we have arrived at a modified version of team grading. Currently, the course coordinator is charged with assigning all grades while incorporating the feedback of executive in residence faculty when given. Executive in residence faculty are offered the opportunity, not the obligation, to make comments on student journals. When executive in residence faculty decline the opportunity to make comments, the course coordinator reads the journals, provides feedback comments, and assigns the grade. When executive in residence faculty accept the opportunity to make comments, the course coordinator reads the journals and the comments of the executive in residence faculty member, makes additional feedback comments as warranted, and then assigns a grade. University faculty are expected, and obligated, to read the student journals relevant to their lectures and to provide feedback comments with those grades. Typically university faculty will assign "shadow" grades for review by the course coordinator.[2] The course coordinator then follows the same procedure as with executive in residence faculty, reading the student journals and faculty member feedback while occasionally making additional clarifying comments and then assigning a grade.

The approach we describe above places a greater evaluation burden on the course coordinator than we might otherwise prefer but are confident that this is the most student-centered approach. It allows students to get consistent feedback on their work, consistent assignment of grades on that work, and an available faculty member to approach regarding the feedback and grade. If the relevant evaluation and feedback components were left to executive in residence faculty, the course coordinator would be left in the position of potentially second-guessing those grades and might leave the student feeling that the use of executive in residence faculty resulted in a lack of due process for addressing their concerns and appeals.

Two final comments on the grading approach in use. First, it is incumbent on the course coordinator to pay close attention to the lectures of executive in residence faculty members. The coordinator must be able to "get into the heads of other faculty" if student work is to be fairly evaluated. Otherwise, the system we have arrived at over multiple iterations becomes one of the coordinator imposing their preferences, rather than lecture content, on the content of student journals. Second, the availability of shadow grades provides an important internal validity check on the grades assigned by the course coordinator. Our experience is that the rank order of grades is seldom different but that the mean and variance of the grades assigned can vary considerably across faculty. The former can be regarded as reassuring and the latter can serve as fodder for useful faculty discussions regarding evaluation philosophy.

Final paper. Students prepare an end of the semester debrief in the form of a 10- to 20-page paper. They are required to discuss: (1) their perception of what leadership is at the onset of the course; (2) describe how that perception has evolved as a consequence of the course; and (3) a personal action plan for leveraging their newly acquired knowledge. Each of these three aspects must be addressed in detail. For example, a paper that is technically accurate and demonstrates a fluent knowledge of leadership theory will not receive an "A" if that technical knowledge is not leveraged to create a personal development plan that will enhance the individual's leadership skills and ability. Similarly, a paper outlining a comprehensive personal action plan that is not grounded in the individual's articulated model of leadership and the model's relationship to theory cannot receive an "A."

The final papers are split evenly between the two university faculty members with each faculty member serving as primary grader on the one half of the papers and secondary grader on the other half. The primary grader reads the paper closely, provides detailed comments as appropriate, and assigns a grade. The secondary grader reads the papers assigned to the other faculty member with that faculty member's comments and makes additional comments as appropriate. When the secondary grader differs

materially in their appraisal of the grade assigned or feedback given, they bring this to the attention of the primary grader. From the resulting dialogue a grade and set of feedback comments are jointly determined for the papers under second review. Grades for all papers are combined and (when warranted) smoothed to correct for leniency, restriction of range, and other potential interrater differences.

STUDENT LEARNING POINTS

The results we report here are based on student verbal comments, unsolicited emails, feedback solicited weekly by email from a randomly selected group of students, end of course evaluation ratings and comments, and post-course feedback solicited from selected students. For the post-course feedback, students were intentionally selected to provide a full spectrum of feedback from high to low performers, extensive professional experience to inexperienced students, international and home country students, and both males and females. Though our data was taken from multiple groups at multiple points in time and via multiple channels, the data was primarily provided to and interpreted by the course coordinator (and first author). Thus, potential for researcher bias in aggregating and interpreting a variety of predominately qualitative data forms must be acknowledged.

Student feedback. At multiple times throughout the course many students communicated to the course coordinator how thoroughly they enjoyed the course. Phrases such as "stimulating," "novel," "a pleasure," "I really learned alot," and "changed my entire perspective on what it means to be a leader" were typical reactions to the course. Students frequently thanked all faculty members for their high-quality efforts, especially executive in residence faculty, whose motivations were perceived as more altruistic since their time and expertise was donated. Students frequently stated that they learned more in this course than in most and communicated that they looked forward to attending class each week.

Consistent with different learning styles and different stages of development, student perceptions of the relative value of each lecture to their personal development varied. Younger and foreign students were more likely to indicate that university faculty added more value whereas older students with more work experience were more likely to indicate that executive in residence faculty added the most value. The key differentiator appeared to be differences in perceived utility for leadership theory relative to leadership experience. However, none of the more experienced students indicated that the role of university faculty should be reduced. The 50/50 mix of university and executive in residence faculty was regarded by most stu-

dents as an ideal mix of theoretical grounding and grounded-theory approaches.

When pushed to provide negative comments the students stated that at times the focus for the evening was not clear until somewhere in the middle to latter stages of the lecture. They also stated that sometimes they needed to consult the course coordinator to make content connections across the lectures (though we might argue that this is common in single-faculty courses as well). Despite repeated invitations for such feedback, none of the students indicated that there were too many faculty. Instead, their lament was that once exposed to a faculty member and following some time to cognitively work the content, they wished they had more opportunity for ongoing contact. However, when asked if they would trade off the stimulus of multiple faculty for more follow-up with fewer faculty, the response was a resounding no.

Student journals clearly illuminated the value in having the opportunity to see six diverse teaching styles in action. Troen and Boles (1988) note that students benefit from exposure to multiple teaching styles and from improved understanding of how teaching styles are differentially effective with different student learning styles. Another benefit to diverse delivery is that students are exposed to different viewpoints, choosing key points and frames for understanding without being unduly influenced by one faculty member as might be the case in a traditional class (Rinn & Weir, 1984). Consistent with the results of Doebler and Smith (1996), our students consistently reported (in journals, by email, and in conversation) that they believe they learned more as a result of having multiple instructors with multiple experiences.

Faculty learning. The primary goal of team teaching is to enhance student learning with perhaps a secondary goal of faculty providing an effective role modeling of team behaviors. However, faculty in team-taught courses may also realize many benefits that are in turn indirectly related to future teaching effectiveness. We discuss two here.

First, faculty may be intellectually stimulated by the interactive elements of team teaching. When faculty are brought together in pre-course meetings to discuss the "nuggets" of what they will be sharing in their lectures they are exposed to new ideas or different ways of thinking about time-honored ideas. First, they have the opportunity to learn new content and sources of content from others in the team. Second, they are exposed to different perspectives that may sharpen or soften their thinking on important leadership questions that remain contentious in the literature (e.g., degree to which charismatic leaders are made vs. born). Third, they may develop a more comprehensive mental model of leadership as they seek to establish linkages with the lectures of their colleagues. With respect to the latter, George and Davis-Wiley (2000) describe the benefits of the occasion-

ally painful examination of personal models when team members knew in advance what other team members would be saying about a particular concept or set of findings. In our experience these benefits include the ability to make literature connections in a way previously not possible, updating of language to make dated delivery language more current, and refinement of existing models.

Second, faculty may be encouraged to reflect more on their teaching approach when confronted with direct comparison and the need to integrate ideas with other faculty in a given content area. Encouraging teaching style reflection is not a typical component of university culture (Hatcher et al., 1996). The "independent contractor" approach from which the autonomy perk described earlier derives faculty exposure to direct comparisons of teaching styles, pedagogical techniques, and insightful criticisms. Exposing faculty directly to alternative training, teaching, and personality styles may help to reframe thinking about effective classroom management and techniques.

For example, the first author discovered that he tends to use experiential exercises less than other course faculty. He also observed in class and through reading student journals that these exercises, when carefully planned and appropriately integrated, were extremely powerful learning techniques. When he examined his thinking around being lecture-heavy and experiential-light he concluded that his assumptions were that too much content was sacrificed in the time taken to undertake an experiential exercise. This experience has helped to reframe his thinking regarding the time required to complete an experiential exercise relative to the learning benefit. The experience also highlighted the importance of careful selection of the exercise in order for it to fit in with the overall pedagogy. Finally, he was exposed to effective pedagogical techniques in leveraging experiential exercises in his content area. In brief, as illustrated by the transformative experiences of the first author, team teaching is a powerful tool for knowledge transfer across faculty.

The two benefits described above will not be realized when faculty look upon team teaching as a competitive "whoever gets the highest ratings or most favorable comments wins" process. George and Davis-Wiley (2000) caution that team-taught faculty must remember that neither is "top dog," different points of view and personal experience have merit and can be valuable for the students, and that faculty can be effective role models for how to tactfully handle conflicting ideas. Thus, the benefits are likely to be realized if faculty view team teaching as an opportunity for stimulation, an opportunity to improve their teaching style and pedagogical techniques, and in service of student learning.

George and Davis-Wiley (2000) argue that team teachers need to be open to sharing the responsibility of planning and executing instruction as

well as willing to change the way they would do things if they were the sole instructor. As course coordinator, the first author likely experienced this feeling most acutely. Observing each lecture was both stimulating and frustrating as he vacillated between enjoying alternative approaches and, conscious of his figurehead role to students, wanting to impose his own viewpoints and observations on other faculty lectures. Ultimately, his adherence to restraint may have been warranted, as illustrated in one student's comments at the end of the course: "Thank you for making this course about leadership and not about you. In my mind that makes you a true leader."

CONCLUSION

One explanation for the effectiveness of team teaching in a graduate course is that it is consistent with the key tenets of andragogy (Hatcher et al., 1996). Key tenets of andragogical models of instruction are that adults are life centered in their orientation to learning, have higher levels of readiness, and are self-directed in their need to learn (Knowles, 1980, 1984; Long, 1991)

Prior research has shown that when team teaching is *effectively implemented* learners report that they are interested by varied methods of instruction, felt that team teaching was appropriate for graduate-level work, and that they were comfortable with the overall concept of team teaching (Hatcher et al., 1996). This same study found that student participants felt that team teaching provided learners with more feedback and allowed for a broader array of backgrounds, knowledge, and wisdom.

In this chapter our purpose was to identify a number of mechanisms for the integration of university and executive in residence faculty to effectively implement team teaching. We believe that these mechanisms were *important* contributors to creating a relatively "seamless" experience for students, are *critical* for integrating university faculty, and are *crucial* when integrating executive in residence faculty with greater acculturation needs. Effective team teaching is dependent upon expertise, compatible styles, mutual trust, and the ability of team members to work together (Newstrom, 1981). We draw several conclusions from having administered multiple iterations of this evolving leadership course, which integrates university and executive in residence faculty: students learn more, faculty members are stimulated, and the university constituencies are more connected and develop a greater appreciation for the value added within the university.

NOTES

1. For purposes of this manuscript we define university faculty as individuals whose primary occupation is as a university faculty or staff member at UNCG and executive in residence faculty as those whose primary profession is other than university faculty or staff (e.g., professional trainers, leadership consultants, practicing and retired executives, civic leaders). When we use the term *faculty* we are referring to university and executive in residence faculty collectively.
2. Shadow grades are grades lightly penciled in such that they can be erased and adjusted as deemed appropriate.

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APPENDIX

University of North Carolina at Greensboro
Bryan School of Business and Economics
Organizational Leadership

Faculty (alphabetical)

- Catherine Holderness
- Rich Hughes
- Rob Kaiser
- Kevin Lowe
- John McCulloch
- Nido Qubein

Course Coordinator

- Dr. Kevin B. Lowe

Course Description

This course covers specific and current topical areas in leadership. A blend of theoretical, experiential, and practical approaches are taken to introduce diverse lenses on the study and practice of leadership and to address diverse learning styles. Typical topics include the evolution of leadership study, leadership in turbulent environments, personal leadership development, how leaders can learn from experience, leading for creativity

and learning, values-driven leadership, transformational leadership, and leader uses of power. The course will be a balanced coverage of theory coupled with practical applications aimed at developing leadership skills and insights. The course is team-taught by a variety of university and executive in residence faculty as identified later in this course.

Course Texts

Hughes, R., Ginnett, R., & Curphy, G. (2001). Leadership: Enhancing the Lessons of Experience (3rd ed.). Boston: McGraw-Hill.

Charlotte Beers at Olgivy Mathers (A) 4–333–02605, Harvard Business Case.

Additional unit readings as provided in Jackson Library electronic reserves.

Course Learning Objectives

1. Develop an awareness of the field of leadership research, its roots, evolution, and the state of the art in leadership theory.
2. Understand the differences and similarities in being a leader and being a manager.
3. Develop an understanding of leadership as a strategic mindset and how values and time compression impact leadership.
4. Understand the leadership challenges associated with rapid and substantive change and the key differences between leading individuals and leading teams.
5. Explore elements of leading creatively and develop an appreciation for theimportance of learning to learn.
6. Differentiate transformational from transactional leadership behaviors, how leader power relates to each, and explain the efficacy of both types of behaviors.
7. Enhance student awareness of their own leadership model and provide the opportunity to develop a personal action plan rooted in theory, practical experience, and reflection.

Course Expectations

People often assume that a course in leadership is a "soft" course, requiring less effort than other, quantitative or "hard" courses. In fact, becoming an effective leader is a challenging and never-ending process,

requiring a substantial investment of effort and introspection on your part. There are theories and models to learn and evaluate, there are situations to assess, and serious reflection to engage in if you are to truly grow as a leader and benefit from this experience. Your papers and discussion need to reflect your commitment to this course.

You are allowed one excused absence. Attendance and participation are crucial to successful completion of this course. Exceptional participation (defined more by quality than quantity) may affect a student grade more materially.

Timeliness is especially important in a team-taught class. Late assignments will not be returned until the end of the semester and penalties for tardiness will be assigned at the discretion of the impacted professor in consultation with the course coordinator. You are expected to come to class prepared in order to participate in discussions.

We will have extra copies of materials handed out in class available for you in the MBA Student Services Office (Bryan 220). Please make arrangements to acquire these materials prior to the next class should circumstances prevent you from attending a class meeting.

Grading Components and Requirements

1. Learning journals: This journal entry (four in total) of one to two pages in length is due on:

   August 27 September 17 October 1 October 22

This entry should contain a thoughtful reflection on the subjects/concepts covered during prior two classes (one for the August 27 journal) as they relate to an individual in a leadership situation. The individual in focus may be yourself as a leader or your perspective on a leader when you were a follower. Thus the journal is a *personal* reflection of key learnings from the two prior classes that you can apply to the particular individual and situation. Consequently, merely summarizing lectures and readings is insufficient because it does not meet the requirement for personal reflection.

2. Case journals: This journal entry (three in total) of one to two pages in length is due on:

   September 10 September 24 October 15

This entry should capture the ideas and insights you acquired from applying course learnings to the integrated case. Consequently the approach

may be rather impersonal (this is how the readings relate to the case...) or more personal (I now see how the case relates to a situation I was in....)

3. Integrated paper: A 10- to 15-page paper is due in lieu of a final examination for this course. This paper should contain a synthesis of your most important learnings throughout this course, The paper should identify several key concepts/models/ideas from this course, your observations and conclusions based on reflection and synthesis, and a personal action plan for enhancing your leadership capability (or potential) in the future.

This paper is due within one week of the final class meeting (by October 22). Early completion is encouraged.

A note about papers: All papers should be typed or word-processed, double-spaced, with standard margins. Headings may be used, but avoid bullet points unless you are absolutely certain they are appropriate, and not simply the result of lazy communication.

A note about reflections: Reflections are not "off the cuff" comments. They involve reading, listening, participating in class activities, and thinking critically. Your papers, as evidenced by carefully chosen words intended to convey meaning specifically and concisely, should reflect these processes.

4. Class contribution: This includes the level and quality of participation, preparedness, and contribution to class activities and discussions based on the assigned readings and scheduled class topic. To be clear, it is a cultural expectation in this MBA classroom that students participate in activities with full energy and offer their comments and observations verbally. Failure to meet this classroom norm will disqualify the student from being eligible for a mark of excellent (an A).

   Your first out-of-class assignment is to send Dr. Lowe an email(s) by the end of the business day on Wednesday, August 22, 2001. No subject or text is required. You may send multiple emails from different addresses if you wish to receive class announcements and assignments. This is particularly important if the email address you use on the weekends or in transit differs from that uses on weekdays.

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The purpose of the email is to allow for an accurate capture of the student's email address. Students will be expected to check their email regularly to receive course announcements and updates. If you do not currently have an email address or lack facility with email usage, please see one of the assistants in the Bryan School computer labs.

A note about team teaching and evaluation: A strength of the team teaching approach is to bring various perspectives and differing areas of expertise to the classroom. A by-product of this approach is that it brings various perspectives and standards of evaluation to course assignments. The faculty members in this course have reached a philosophical agreement regarding what is required of the student. However, the student should expect some material variance in evaluations across faculty members and content areas. Consequently, the student may expect to be overrewarded (seldom an issue of contention) and underrewarded (often an issue of contention) in comparing their individual evaluations across professors in this course. Prior experience in this course suggests that over the duration of the course these temporary inequities (both perceived and real) tend to offset themselves and allow the overall grade to approach a truer score.

Grading Components

4 learning journal assignments	36%
3 case journal assignments	27%
1 final integrated paper	27%
Contribution to class	10%

Course Outline

August 20	Lowe Hughes	Distribute Syllabus, Brief Introdcution Strategies for Leadership: Enhancing the Lessons of Experience
August 27	Qubein	Strategies for Personal and Professional Excellence Read text chapters, 4, 9, 14. Electornic reserves[a]
September 3		Labor Day Holiday
September 10	Lowe	Catch our breath Lenses on Leadership The Roots and Evolution of Leadership Study Read text chapters 1, 2, 3. Electronic reserves[a]

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Course Outline (Cont.)

September 17	Holderness	Strategic Leadership: Values and Leadership Read text chapters 7, 8, 13. Electronic reserves[a]
September 24	McCulloch	Leading in a Changing Environment Read text Chapters 12, 13, 15. Electronic reserves[a]
October 1	Holderness	Life Driven Leadership Read text Chapters 7, 8, 13. Electronic reserves[a]
October 8	Kaiser	Outgrowing Sensitivities: The Deeper Work of Leadership Development Read text pages 487–539
October 15	Lowe	Leader Power and Influence, Charismatic and Transformational Leadership, Emotional Intelligence, Course Wrap-up Read text Chapters 6, 11, 9. Electonic reserves[a]

Notes: [a] Relevant readings identified by the lecturers are available to students enrolled in this course from Jackson Library electronic reserves. Readings are organized by date and lecturer name. *Please be advised that many of these documents and instruments may be in draft form or are proprietary and thus should not be used or distributed outside the confines of this course.*

CHAPTER 9

LEADERSHIP DEVELOPMENT AS AN EXTRACURRICULAR ACTIVITY

Guiding the Undergraduate Leadership Development Experience

Robert H. Moorman, Deborah Wells, and Steven Wilwerding
Creighton University

INTRODUCTION

Some students complain that courses in business focus heavily on theory and lack an applied focus that would give them a clearer view of the way business is really conducted on a day-to-day basis. Despite the best efforts of faculty to inject various kinds of experiential learning into classes, such complaints persist: Students still question whether classes that focus on theory can really prepare them for the post-educational "real world" of business.

This concern may be especially pertinent to faculty who teach leadership classes or at least cover the topic of leadership as part of a broader

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business course, such as organizational behavior. Finding the appropriate balance between teaching necessary leadership theory and providing opportunities for leadership development is an ongoing challenge. Because of planning and organizational logistics, lack of time, or perceptions that it is someone else's job to make sure that students "do" leadership, rather than just study "about" leadership, some faculty may choose to concentrate on presenting leadership theory and leave the leadership development for another time or another setting. In fact, though, it may not be all that difficult to create applied learning opportunities in the context of leadership. Unlike, say, the chance for students to run a production line or manage a multimillion dollar marketing campaign, students have many opportunities over their undergraduate years to lead others and develop their leadership skills.

We believe the four years that undergraduates spend at university provide one of the most fruitful leadership development times of their lives. Students have unparalleled opportunities to lead, be it in student government groups, student interest groups, social groups, living groups, or sports teams. At Creighton University, we have developed the Anna Tyler Waite Leadership Scholars Program as a way to augment our efforts to teach leadership in the classroom and take advantage of the natural leadership development that occurs during the college years. This program is designed to prompt students to think about their leadership and develop their leadership skills as they mature. Our role is to guide this process so the participants understand their leadership development as it occurs and can become very efficient learners of these leadership lessons.

In this chapter, we describe the philosophy behind the Waite Leadership Scholars Program and the activities that are designed to realize that philosophy. We propose this program as a model for undergraduate leadership development programs, which provide leadership development training that is extracurricular, self-managed, and comprehensive over four years.

Background

How is leadership currently being taught in universities? As a topic, leadership is addressed in a number of disciplines, including business management, political science, psychology, sociology, and history. However, some universities design programs specifically around the study of leadership.

We surveyed a number of university leadership programs across the country and discovered that there are at least five prototypical forms in place in higher education today.

1. *Leadership degree programs through which students can earn a bachelor or master's degree in leadership.* One example of this type of program is the Jepson School of Leadership Studies at the University of Richmond. The Jepson School offers a Bachelor of Arts degree in Leadership Studies for undergraduates and Master's of Leadership Studies degree for graduate students. Coursework highlights the history, theory, ethics, and techniques of leader/follower relationships. The leadership courses emphasize active and experiential learning, utilizing simulations, case studies and fieldwork. (See Appendix A for the Jepson program URL.)
2. *Course-based leadership programs that allow students to take classes in leadership as part of their regular curriculum.* Many universities offer specific classes in leadership that explore both leadership theory and leadership skills. One relatively unique approach is offered at the College of Wooster in Ohio. Students participating in the program must complete two parts, a semester-long leadership seminar and a field experience. The seminar portion of the leadership program consists of a semester-long seminar in which students learn how various disciplines contribute to the study of leadership. The field experience portion of the leadership program requires students to spend two days observing a recognized leader, such as a U.S. senator or the chief executive officer of a Fortune 500 company. The field experience includes a review of materials provided by the leader and a discussion of the organization, a period of direct observation of the leader's activities, a review and critique, and a report to the seminar about the student's experience. (Please see the listing of leadership program URLs in Appendix A for more information on the College of Wooster program.)
3. *Recognition-based programs that include both academic and extracurricular activities.* These programs allow students to work toward recognition (certificate, scholarship, etc.) by attending leadership classes and extracurricular activities, such as leadership workshops, seminars, and lectures. One example is the Elizabeth Somers Women's Leadership Programs for women at George Washington University's Mount Vernon campus. These programs are specialized academic programs for female undergraduate freshman and sophomore students. Students selected for the program take two courses and a symposium together each semester and live together in a residence hall community. The programs are incorporated into the general curriculum and the program's courses count toward general curriculum requirements. (The URL for information on the George Washington Mount Vernon campus program is located in Appendix A.)

4. *Recognition-based programs that are purely extracurricular.* These programs allow students to work toward recognition by attending leadership extracurricular activities such as workshops, seminars, and lectures. One example of this type of program is the University of Delaware's Empowered Leadership Certificate Program that is sponsored by the Student Life Office. In this program, students must complete a workshop in each of four categories, briefly described in the bullet points below, to earn their certification.
   - Working with others: includes workshops in negotiation and group development.
   - Skills for leadership: includes workshops in budgeting, marketing, and conducting a meeting.
   - Leadership: includes workshops in leadership styles, personality differences, and situational leadership.
   - Individual development: includes workshops in personal finances, networking, and etiquette.

(For more information on this leadership program, please see the web site listed in Appendix A.)

5. *Purely extracurricular, voluntary programs that allow students to attend leadership activities.* These programs are generally offered through student activities. Students who participate are not formally recognized for their participation. One example of this type of program is the Student Leadership Program at Arizona State University. This program allows students to participate in a variety of extracurricular leadership programs. One such program is the Leadership 2000 Program that is designed to develop student leaders through workshops and group discussions. Another program at Arizona State is the REACH organization (Research, Educate, Advise, Counsel, Help) that allows students to develop their leadership skills by participating and planning activities fairs and speeches on involvement opportunities. (See the URL for the Arizona State leadership programs in Appendix A.)

PROGRAM DEVELOPMENT AT CREIGHTON'S COLLEGE OF BUSINESS ADMINISTRATION: HISTORY AND IMPETUS

The College of Business at Creighton is positioned to offer a unique leadership-scholars program because of four major influences emanating from the external and internal environments of the college and university. First, Creighton's College of Business Administration has been the provider of choice for business education in the Omaha area since the college was opened in the 1930s. Creighton University is a small but diverse educa-

tional institution with a student body of about 6,200 students, including medical, dental, law, and other professional programs. Statistics describing our undergraduate population show that 35% are in-state, 86% are between the ages of 18 and 25, about 75% are resident students (either in on-campus dormitories or nearby apartments), and only 5% transfer from other institutions. About 11% of the student body are business majors (about 680 students total).

Omaha, Nebraska, and its nearby communities constitute a metropolitan area of nearly a million people that is home to headquarters of several Fortune 100 and 500 firms. Traditionally, Creighton's business graduates have been sought after by these firms and have risen to leadership positions. These alumni are often anxious to share with our students what they've learned through a lifetime of experience. They also see value in giving back to their alma mater through sharing and participation in something like a leadership program, so there is no shortage of willing participants and role models in the local area, a fact that greatly facilitates the anchoring of this leadership program in the community. Because of Creighton University's reputation in the region, businesses have come to seek leadership from our graduates early in their careers. So as we see it, this program is a very natural part of business education here.

Another major factor is that Creighton is one of the 28 Jesuit-operated colleges and universities in the United States. Throughout four centuries, two basic principles have guided the Jesuit teaching philosophy. The first applies to the students themselves, and how we as educators should approach them. This is best described by the notion of "*cura personalis*" (care of the whole person). As expressed in the University's catalogue, it means that we seek to educate students "with a view to their intellectual expansion, social adequacy, physical development, aesthetic appreciation, and spiritual enrichment." At Creighton, the professors are specifically charged with caring about our students on many dimensions, not just cognitive development. Therefore, the faculty face the call to educate students in ways beyond the book learning offered in the classroom. Programs in leadership development clearly fit our interest in developing "the whole person."

The second basic principle embedded in Jesuit educational philosophy relates not so much to the students themselves, but to the way they should be taught to interact with and serve society. It admonishes us as educators to be role models for community service and leadership, thereby guiding our students to be "women and men for and with others." Leadership education is a natural part of that larger set of skills and abilities that Creighton students should acquire so they can fulfill their potentials as servants of their families, employers, communities, churches, and so on.

The mission of the College also explicitly addresses the goal of leadership development in the University's educational schema. The mission of

the College is to educate ethical and socially responsible business leaders for the dynamic, even tumultuous business environment into which they are released upon matriculation. Because we "talk the talk," it behooves us to "walk the walk." The Anna Tyler Waite Leadership Scholars Program figures very prominently into ensuring that we implement the College's stated mission.

The third major reason is that among the faculty in the College of Business Administration there was a core group of individuals who were committed to the value of special attention to leadership among the College's offerings. This group formed a task force of faculty and students that met over the course of the summer of 1999 to study existing leadership programs and design a prototype for the form that a leadership program might take in the College of Business at Creighton. They envisioned something similar to the Anna Tyler Waite Program that exists now. Using the program classifications we presented above, it was to be a Category 3 program, consisting of recognition for academic and extracurricular activities with voluntary participation, as described earlier in this chapter. The current program is a direct outgrowth of this earlier planning and interest on the part of the faculty. The piece missing during the early planning stages was a champion to fill in the details, implement, and manage the program on an ongoing basis. Since that time, the leadership program has become the purview of the chair holder of the Robert Daugherty Endowed Chair in Management.

Lastly, one feature that differentiates the College of Business at Creighton from some other colleges of business is the simple fact that we are able to engage our students for all four years of their college education. Our students enter the College as freshmen, rather than waiting to apply for acceptance to our programs as juniors, as some business schools require. While this may seem trivial, it is in fact a distinct advantage for the college, our leadership program, and its participants. Our first-year students take liberal arts and general education background courses and do not take business courses until their sophomore year. Since inception of the leadership program, however, we have the added opportunity to begin to connect with our students in a meaningful way during their freshman year. We are also able to begin the leadership development program very early in each participant's tenure at Creighton. This gives us four years during which the students' experiences escalate to be both greater in quantity, but also advance in quality and level of responsibility as well. The opportunity to admit students to the leadership program during their first year is critical to a program that builds, pyramid-like, on prior experiences.

One final thought: Although we argue above that Creighton's mission provides a clear rationale for developing and offering our leadership program, we do not believe that replication of this program is confined only to

schools with missions similar to Creighton's. All business schools' missions recognize the value of leadership development in one way or another. Thus, the program we describe can, subject to some fine tuning, be introduced in any business school.

Description of the Waite Leadership Scholars Program

The Waite Leadership Scholars Program is similar in design to the programs in Category 3 listed above: recognition-based programs that include both academic and extracurricular activities. While the vast majority of activities in our program are extracurricular, we ask our students who have completed the highest level of the program to take a three-credit leadership seminar. We also recognize the students who complete various levels of the program that we describe below.

The leadership program is organized into four levels of activity, as shown in Table 9.1, which correspond to four steps in the learning process. The four levels are exposure, learning, practice, and action. Students are asked to complete one level per year of participation. Even though it is possible for motivated students to complete the activities in more than one level in a school year, we limit them to only one level per year. Our reason for this rule is that if students would complete all the assignments at once, their leadership observations would only be informed by their experiences from that one point in time. We believe there is greater advantage asking students to reflect on leadership at a slower, and much richer pace.

Table 9.1. Levels in the Waite Leadership Scholars Program

Level 1: 1st year participants	Exposure: talking to leaders, exploring the basics of leadership
Level 2: 2nd year participants	Leadership learning: shadowing, Jesuit philosophy, servant leadership
Level 3: 3rd year participants	Practicing leadership: mentoring, community service, great leaders' biographies
Level 4: 4th year participants	Leadership action: serving as leaders, in-depth seminar study

Key Design Features of the Program

1. All interested College of Business Administration students are eligible for the program. There is no GPA requirement, nor is there an application process. If a student expresses interest, he or she is admitted to the program.

Our reason for establishing only minimal participation requirements is our belief that leadership is not a skill available only to the few. Rather, we believe that all our students would benefit from leadership development efforts and thus all should be able to participate. Therefore, for our initial list of participants, we only ask that the students show their interest in joining the program. All these students will then be kept apprised of the program's activities. To date, 96 of 180 students starting the program have actually completed their requirements, for a success rate of about 53%.

2. The program is extracurricular. The students do not need to sign up for any classes in connection with the first three levels of the Leadership Program. There is one class—a leadership seminar—that is required for the Level 4 students. By being mostly extracurricular, the program does not require resources to develop new classes nor does it require changes in the curriculum. For this reason, the program can be started very quickly with little additional demand on the current faculty.
3. The current program coordinator at Creighton is the holder of the Robert Daugherty Chair in Management and administering the program is considered part of the service duties assigned to the chair. If a new coordinator was appointed who held only a faculty position in the college, that coordinator would likely receive a reduced teaching load (typically a reduction of two courses per academic year), an administrative stipend, graduate assistant and clerical support, and service credit toward promotion and/or tenure.
4. The program is free to the students. The Anna Tyler Waite Center supports the activities for Leadership and thus there are no costs passed on to the students. So far, the budget for the program is about $20,000, half of which is the program coordinator's stipend. The largest indirect expenses for the program include the coordinator's reduced teaching load, the administrative support provided by a program assistant (which currently requires about one-third of a clerical position), and the costs of a graduate assistant.
5. Program participants are asked to complete three assignments over the course of the school year. Successful completion of the first year's assignments will earn a Level 1 designation as an Anna Tyler Waite Leadership Scholar. Participants will then be able to start the Level 2 assignments in the next year and the Level 3 and 4 assignments in the following years.
6. The participation of the students in this program is self-directed and self-motivated. Each student's participation and progress in the program is entirely up to the student. Periodically, we will ask students

who have not participated in the activities if they are still interested in the program. If they are not interested or if they have transferred out of the business school, we remove them from our email lists.

7. There are only a few scheduled activities, mostly speakers and special seminars. The rest of the program can be tailored by participants to fit their own schedules. We have found that the students who volunteer for this program are exceptionally busy. By limiting our number of scheduled activities, we can more easily fit into their busy schedules.
8. There are no deadlines for completing the activities beyond the general deadline of finishing all activities by the end of the academic year. Our intent is that the students lead themselves through the program. If we set stringent deadlines to structure their work, we would be leading the students. We trust them to complete their own work, which is a leadership lesson in its own right.

   Program participants who have completed the assignments for Levels 1, 2, 3, and 4 will be recognized each year as Anna Tyler Waite Leadership Scholars. These students will be recognized by the University and by corporations that recruit at Creighton as students who have undertaken additional work to help develop their understanding of leadership and their leadership skills. These students will receive a Certificate of Completion and will be honored at our Spring Recognition Banquet. In addition, they will be able to note this achievement on their resumes. Students who complete Level 4 of the program will also wear an honorary symbol of their achievement during graduation ceremonies.

Program Activities

As stated earlier, the program is organized in four levels. Students begin the program at Level 1 regardless of their class standing. Freshmen who begin at Level 1 have the opportunity to complete all four levels. Sophomores can complete three levels, juniors two, and seniors one. The four levels are designed first to offer students the opportunity to increase their understanding of leadership and to explore their own leadership intentions and styles. Then the students will develop those ideas further through additional experiences learning about leadership and ultimately, leading others.

Level 1: Exposure

In the first level, program participants are exposed to the roles leaders play in creating and enhancing a socially responsible society. This exposure occurs through opportunities to talk with successful leaders and through assignments that explore the basic questions of leadership and each participant's leadership preparedness.

Level 1 Activities

Question and answer sessions with leaders. Over the course of the school year, we host six to eight business and community leaders who speak with the students about their own successes as leaders. Over the past two years, featured leaders have run Fortune 500 companies, been in charge of significant operations in the military, managed large, church-sponsored community service projects, and have been executives in smaller family businesses. The events are usually scheduled for late afternoon and last about an hour. During the sessions, the speakers talk about their personal definitions of leadership and what helps them be effective leaders. After about 20 minutes, we open the floor to questions and the students have the chance to ask each leader about issues they see as most pressing.

We encourage our students to attend as many of these sessions as possible. To complete this assignment, program participants write one "ah ha" memo, which is a short paper discussing an important observation about leadership that the listener found particularly useful. The memo is not a summary of what was said, but instead describes an observation that spurred greater thinking. Material describing an "ah ha" memo is included in Appendix B along with descriptions for the rest of the Level 1 and Level 2 assignments.

Basic concepts paper. The purpose of this assignment is to offer program participants the opportunity to explore just what leadership is and what it means to them. Participants read two or three outside sources on leadership and use that material plus their own opinions to form a definitive statement on leadership. Program participants then write a 5- to 7-page paper exploring the basic concepts that constitute their thinking on leadership. Even though outside research is required and cited, the ultimate goal of the paper is for the students to conclude with their own working idea of what leadership is all about.

Self-awareness report. The purpose of this assignment is to use methods of self-appraisal to develop our understanding of ourselves and our approaches to leadership. For this assignment program participants first complete the self-awareness survey distributed by the program coordinator. After this survey is scored, participants work with the coordinator on how to best interpret the results and determine their general leadership

approaches. Using this information, the participants then write a paper outlining their leadership strengths and weaknesses.

Level 2: Learning

In Level 2, program participants begin learning about the different leadership approaches that are consistent with the Jesuit mission of the University. At this level, we introduce Servant Leadership, an approach that holds that the main purpose of leaders is to serve others and help them realize their potential. We explore the concept of Servant Leadership in a variety of different settings and from different people.

Level 2 Activities

Leadership from a Jesuit perspective. Program participants write a short paper describing how the Jesuit approach to education helps develop a leadership perspective. Participants use the "Five Characteristics of Jesuit Education" as a guide for a paper describing what types of leadership may evolve from such education efforts. This approach is then compared and contrasted with Servant Leadership in order to understand the similarities between these approaches.

Leader shadowing experience. Program participants learn about leadership in the service of others firsthand by shadowing business and community leaders. At the beginning of the school year, the program coordinator canvases area businesses, asking for volunteers from upper management who are interested in hosting a student from our program. Students are matched with executives and spend about a half-day at their work site learning direct experience on how leaders create environments where others can do their best work. The participants then write a brief report of their observations and opinions that is shared with both the executive and the program coordinator.

Skill-building opportunities. Consistent with the program's second-level theme of learning about leadership, Level 2 program participants attend a series of short training programs on important leadership skills. These programs are taught by Leadership Fellows from Creighton's Master of Business Administration programs. The Leadership Fellows are MBA students and executives in the business community. They teach sessions on how to develop such specific skills as team building, effective problem solving, stress and time management, leadership communication, strategic thinking, vision, conflict resolution, and interpersonal skills.

Level 3: Practice

In Level 3, program participants are offered opportunities to hone their leadership skills by practicing them at Creighton and in the community. Program participants learn about their leadership by being leaders and seeking to tie these "real world" lessons to their knowledge of leadership gained in the classroom. Program participants also put the philosophy of servant leadership into practice through their participation in the Dean's Honor Role for Social Responsibility, a program where students are recognized for their community service accomplishments much like they are for their academic accomplishments.

Level 3 Activities

Servant leadership experience. The Servant Leadership approach suggests that leaders are stewards who serve society from positions of power and authority. Students gain experience in the servant leadership approach by participating in service learning during Level 3. This activity is coordinated with the Dean's Honor Role for Social Responsibility. Placement on the Dean's Honor Role for Social Responsibility can be earned by each student who volunteers in a community organization for at least 24 hours per semester.

Leadership mentoring. Level 3 students have the opportunity to practice their leadership by mentoring high school leaders from the Omaha area. We have made arrangements with several area high schools for their student leaders to be able to talk with our student leaders about the challenges of leading.

Leadership lessons from biography. One way to learn about leadership is to study the actions and motivations of successful leaders. We can learn a great deal about leadership by studying the lives of leaders and the factors that contributed to their development as a leader and their rise to power. The purpose of this assignment is to read the biography of a successful leader and write a report on the lessons learned about successful leadership from that leader's life. This paper is not simply a report on the leader's life. It is instead a report on that person's leadership and the variety of factors that influenced his or her leadership development.

Level 4: Action

In Level 4, program participants assume a leadership position and put into action the leadership lessons learned earlier. Program participants focus their attention on the specifics of leading and have the opportunity

in the Leadership Seminar to discuss what they have learned and the value of these lessons with other program participants.

Level 4 Activities

Creighton leadership position. Program participants serve in a leadership position on campus. This position must not be merely a "figurehead" position where no real effort is required, but instead the holder must be in a position of influence over the actions and activities of others. Possible leadership positions may include leadership in such organizations as student government, College of Business student committees, other College of Business Administration business organizations, campus orientation programs, the Freshman Leadership Program, the Panhellenic Council, Greek organizations, residence hall organizations, and church and civic groups.

Business experience. During either the school year or the summer between their third and fourth year, program participants report on the leadership lessons they learned from their work experience. The program participants also maintain a personal journal describing their impressions of the leadership process as it is informed by their work experiences.

Leadership seminar. During either the fall or spring semester, our students participate in a leadership capstone seminar that provides a setting for discussing and extending the leadership lessons learned in the program. The seminar will include the study of the role of leaders in society, the nature of leadership in business as compared to leadership in other settings, the distinction between leadership and management, and the differing theoretical models of leadership. The seminar concludes with the study of exemplars of effective leadership. Program participants must earn at least a "B" in this seminar for it to count toward their participation in the Waite Leadership Scholars Program.

Generating Interest in the Program and Recruiting Participants

The Waite Leadership Scholars Program is currently in its second year and the methods we have used to recruit and motivate students have evolved even in that short time. Because of the small size of the University and the College, many of our recruitment and motivation efforts are informal. We generate interest in the program mostly by word of mouth and by meeting with as many interested students as we can. In the summer, we send speakers to freshman orientation sessions to tell students about the leadership program. We also include information in the materials that freshmen get before starting school in the fall. After the students arrive on

campus, we visit classes taken primarily by sophomores and juniors and invite all interested students to our information sessions.

We hold two information sessions during the first weeks of the fall semester. At each session, we talk about the program, its required activities, and its benefits. We ask students to provide their email addresses and to sign up for one of a number of small group meetings held with the program coordinator. During the small group meetings, the program coordinator talks with each student, hands out materials explaining each assignment for that level, and answers any questions. As noted earlier, samples of the materials used to describe the activities in Levels 1 and 2 are included in Appendix B.

Once the initial meetings are completed, we maintain connections with the students through email. We have also developed a Web page that includes extensive information about the program and an "announcements" page and calendar with updated information on upcoming events.

Motivating Progress and Keeping Track

When students complete an activity, they send the program coordinator, depending on the activity requirements, either a copy of the paper they have written or an email with their impressions of the activity. The coordinator tries to talk with each level one student about every activity in Level 1. The reason for this is to get to know participants better and to encourage them to continue their work in the program. To keep track of progress, we have created a database that allows us to check off each activity completed.

Rewarding Results

We conclude each year with a Spring Recognition Banquet where we celebrate the accomplishments of each student who completed a level in the program. Concluding the activities before the banquet represents the only hard deadline in the program. We invite all the participants who completed the activities in a level to a dinner and a short program featuring awards and a speaker.

After the dinner, we recognize the accomplishments of the students. We award a certificate of completion and a small token gift. Gifts have included coffee mugs, calculators, t-shirts, pens, and note pad folios.

Stakeholder Participation and Reactions

As stated earlier, the Waite Leadership Scholars program was designed to place minimal burden on the College's faculty. Because of that, there has been no assumption of widespread participation in the program on the

part of faculty beyond the director. Faculty could, if they wished, easily participate in the program. They are invited to presentations by leadership speakers, and could play a variety of even greater roles. For example, as the program grows, it may be possible for faculty other than the director to take on supervisory duties for a single year's program participants: there could be a first-year coordinator, second-year coordinator, and so on. The College's administration supports the program by attending program events and "advertising" the program at every opportunity. For example, the deans were successful in getting a session describing our approach to leadership education into the program at a recent AACSB deans meeting. Our college-level board of business advisors has reacted favorably to the program both verbally and in their participation as leadership exemplars and mentors.

Student participants hold the program in high esteem as well. While we have not yet undertaken a complete and rigorous evaluation of the program, student comments have all attested to their interest in the program and its perceived utility. One senior student, for example, commented that his participation has given him the chance to reflect upon his interest in leadership and really think about why he wants to take on leadership roles in his career and in his community. He stated that it has also helped him develop his leadership skills and helped him to know what it is going to take to be an effective leader. A sophomore participant found the program an opportunity so tempting that it couldn't be passed up. She has stated that the leadership program offered her a great opportunity to learn about and practice leadership while in college. This opportunity to learn about and practice leadership will certainly benefit her future business career. (For more participant feedback on the program, please see Appendix C.)

Our numbers support our belief about the success of the program. In the first year of the program, over 90 students inquired about Level 1 in the program and 52 students completed it. In the second year, 34 of those 52 stayed in the program to complete Level 2 (of the original 52, seven graduated, eight transferred out of the business school, and three decided not to participate). During the second year, over 90 students inquired about Level 1 and 44 completed it. All told, after two years of existence, 78 students, or about 12% of our entire student body in business, completed the program.

CONCLUSION

The purpose of the Anna Tyler Waite Leadership Scholars Program is to offer students the opportunity to explore and develop their own leadership. Our goal is to take advantage of the rich and compelling opportuni-

ties for leadership development offered by our University and to provide our students with a context to enhance their leadership lessons. We do this by offering an extracurricular program of activities that can be completed by students on a voluntary basis. The program is relatively inexpensive and is well received by stakeholders like the College's board of business advisors and the students participating in the program. Through completing a series of leadership activities, we believe the natural leadership maturation many college students go through becomes more salient to them and they increase their awareness of how and why they lead. They leave the university after four years with not only a degree in business, but with a richer appreciation for a process critical to the success of government, community, society, and, of course, business itself: leadership.

Table 9.2. Levels in the Waite Leadership Scholars Program

Level 1: 1st year participants	Exposure: talking to leaders, exploring the basics of leadership
Level 2: 2nd year participants	Leadership learning: shadowing, Jesuit philosophy, servant leadership
Level 3: 3rd year participants	Practicing leadership: mentoring, community service, great leaders' biographies
Level 4: 4th year participants	Leadership action: serving as leaders, in-depth seminar study

APPENDIX A

Information on the leadership programs discussed in this chapter is available at the website of each leadership p—rogram. The web sites can be found at these URLs:

The University of Richmond—*http://www.richmond.edu/academics/leadership/about/aboutjepson.html*
The College of Wooster—*http://www.wooster.edu/research/leadership/l_intro.html*
George Washington University, Mount Vernon Campus—*http://www.mvc.gwu.edu/elizabeth/index.html*
The University of Delaware—*http://www.udel.edu/student-centers/*
Arizona State University—*http://www.asu.edu/mu/slp/*

For more information on the Waite Leadership Scholars Program, please visit *http://cobweb.creighton.edu/leadership*

APPENDIX B: SAMPLES OF STUDENT ASSIGNMENTS FOR PROGRAM LEVELS 1 AND 2

Level 1 Assignment: Paper on the Basic Concepts of Leadership

The purpose of this assignment is to offer program participants the opportunity to explore just what leadership is and what it means to them. All too often we simply believe we know what a concept means without really exploring all the different ways we could think about it. We skip over attempts to answer the most basic questions and simply believe we know what it means. We may find ourselves saying later, "I am not sure exactly what leadership means, but I know it when I see it."

In one of the first steps toward becoming a Creighton Leadership Scholar, participants will need to explore just what leadership means and why we consider effective leadership to be so important. Participants will read three sources from the list below and use that material plus their own opinions to form a definitive statement on leadership.

Assignment Details: Program participants will be asked to write a 5- to 7-page paper exploring the basic concepts that constitute our thinking on leadership. Participants will first research how others have defined leadership and explained its phenomenology. They will then synthesize those ideas with their own opinions to create their theory of what leadership is and how it should be used. Note that while outside research and reading is required, the ultimate goal of the paper is for the students to conclude with their own thinking on this topic. They should create their own working idea of what leadership is all about.

Key Points to Emphasize: The paper should include, but is not limited to, a discussion of the following points:

1. Describe the concept of leadership. What is it? What is it not?
2. Why is leadership so important in our society? What role does it play?
3. What is fundamental in someone's development as a leader? What must they either have or learn?

Please understand that these questions are purposefully broad. There are no single correct answers for this assignment. The best papers will describe how participants have thought about these questions and the answers that appear to be most clear to them.

Level 1 Assignment: Self-Awareness Report

The purpose of this assignment is to use methods of self-appraisal to develop our understanding of ourselves and our approaches to leadership. Students of human behavior have long known that knowledge of oneself—self-awareness, self-insight, and self-understanding—is essential to one's productive personal and interpersonal functioning and in understanding and empathizing with other people. Such self-awareness may be even more important for leaders, since their success is often so closely tied to how well their personalities and approaches fit the settings in which they lead. Simply put, effective leaders must understand their strengths and weaknesses and understand how they can best lead from their strengths.

For this assignment program participants will need first to complete the self-awareness survey distributed by the program coordinator. After this survey is scored, participants will work with the coordinator on how to best interpret the results and determine their general leadership approaches. Using this information, the participants will then write a paper outlining their leadership strengths and weaknesses.

Assignment Details: Program participants will be asked to write a 5- to 7-page paper describing the insights gleaned and the lessons learned from the self-awareness survey. Participants will first report the results of the survey, but they will then use those results to further examine how they currently lead and the ways in which they are most comfortable leading. Then, participants will examine leadership approaches for which they may be less well suited and discuss some strategies for developing these leadership areas.

Key Points to Emphasize: The paper should include, but is not limited to, a discussion of the following points:

1. What are the specific results of my self-awareness survey?
2. What does the survey suggest are my strengths and how do these relate to leadership? How should I use this information to help me lead from positions of strength?
3. What areas does the survey suggest are in need of improvement and how can I use this information to develop my leadership skills?

Level 1 Assignment: Ah Ha! Memo

During the course of the year, the Anna Tyler Waite Leadership Scholars Program will sponsor a number of speakers on leadership. These speakers will come from many different areas reflecting the multidisciplinary nature of leadership in our society. As a leadership scholar, you are invited and

indeed encouraged to attend all of these scheduled sessions. However, for this assignment, you are only required to write about *one* of the speakers.

Assignment Details: This assignment requires that you attend one of the sponsored question and answer sessions and write an "Ah Ha!" memo about some aspect of the speaker's lecture that you found particularly interesting. Throughout the session, you will hear many points that prompt you to think further and deeper about leadership. I want you to write about at least one of those points.

This assignment is not to be a summary of the session. Rather, pick some topic in the session that you found particularly innovative or that you had never heard before (in other words, some topic that made you go "Ah Ha!"). Then, write a 2-page memo identifying the speaker, the date of the session, and your "Ah Ha!" topic from the session.

Anna Tyler Waite Leadership Scholars Program

Level 2 Assignments

The theme of the second level is to begin learning about leadership from Creighton's perspective. Creighton, as a Jesuit institution, believes that leaders play a special role in society as drivers for social good. Leaders have the responsibility to be leaders in the service of others. In the second level, program participants will begin learning about the different leadership approaches that are consistent with the Jesuit mission of the University.

Level 2

Assignment: Leadership Shadowing Experience

Participants in the Waite Leadership Scholars Program will learn about leadership firsthand by shadowing greater Omaha business leaders. Program participants will participate in a half-day shadowing experience where they will spend time with a business executive and learn how these leaders exercise their leadership skills and develop the leadership skills of others. Program participants will then write a brief report detailing their leadership observations that will be shared with their executive host.

The exact schedule for the half-day shadowing experience will be left to the discretion of the business leader. Our only expectation is that the executive will allow the student to accompany him or her for a half day on what would be considered "typical" business activities. We would also hope for some time when the executive and the student could talk about their leadership ideas. Students would be paired with business leaders based on

shared areas of interest. Once a business leader has volunteered, it will be the student's responsibility to contact the business leader and set up a time for the shadowing experience.

Level 2 Assignment: Study of Jesuit Approaches to Leadership

Because Creighton is a Jesuit institution, we hold high aspirations for our graduates. These aspirations are detailed in the "Five Key Characteristics of Jesuit Education" (listed on this and the following page). The goal of these characteristics is to create a special kind of graduate—a graduate with specific values and perspectives on how to live life.

These characteristics also may help form special leaders. Your assignment:

1. Offer your interpretation of how these characteristics inform our opinions of leadership and/or how they may run contrary to our opinions. What kind of leaders do we hope emerge from the embodiment of these characteristics? What types of leaders may we expect from a Jesuit education?
2. Read Spears, L. C. (1995). Introduction: Servant-leadership and the Greenleaf legacy. In L. C. Spears (Ed.), *Reflections on leadership* (pp. 1–14). New York: Wiley. Compare (and contrast) the servant-leadership approach with the leadership approach you describe in point 1 above. Please note the ways they may be similar and how they may diverge.

Please complete this assignment in 5 or fewer pages.

Jesuit Education: The Five Key Characteristics

Magis

Jesuit education seeks excellence in all things. Much like the continuous improvement efforts of a business, our graduates should continually seek ways to realize their full potential. Jesuit education is not about doing the "minimum;" it's all about seeking the "more." Our goal is to offer guidance, encouragement, and opportunities to help our students and staff realize their true strengths and be the best they can be.

Unity of Mind and Heart

Jesuit education fosters the wholeness of individuals and understanding. Jesuit education can never be concerned about anything less than the development of the whole person. We recognize the inherent and interactive relationship among mind, heart, body, and soul. Efforts to understand and know would be incomplete if the learning did not engage the whole person—hearts, minds, and experience. Jesuit education develops and forms whole people who are truly aware and understanding of the human reality and this world's complexities.

Cura Personalis

Jesuit education engages each person as a unique, wonderfully made individual. Students and staff are not social security numbers or unnamed and faceless strangers. Rather, Jesuit education seeks to know and care for students and staff in ways that are proactive and personal, creating a community of care and compassion.

Men and Women for and with Others

Jesuit education instills a spirit of solidarity with and service to those in need. Our students will work to recognize social injustice and seek ways to change those social forces that create and maintain such injustice. In and through experiences of genuine relationship with others, students develop a disciplined sensitivity toward suffering in the world as well as the ability and desire to act to transform those structures and situations of suffering. Our students are educated and formed to become agents of justice.

Ad Majorem Dei Gloriam (AMDG)

Jesuit education focuses on "the big picture" and your "higher purpose." Students are engaged in any number of activities, courses of study, and day-to-day activities, but the unifying purpose of Jesuit education and the whole of our lives is the "greater glory of God." God's greater glory is the ultimate reason for choosing, doing, and justifying what we do and how we do it.

Level 2 Assignment: Leadership Skill-Building Sessions

While there may be many different leadership philosophies that dictate different leadership approaches, effective leadership will usually come from the leader's abilities to exercise certain common and basic leadership skills. These skills focus on the leader's ability to develop new ideas and influence others to adopt those ideas.

Consistent with our theme this year of learning about leadership, Level 2 program participants will be asked to attend a series of short training programs on important leadership skills. These programs will be taught by Leadership Fellows from our masters programs. These Leadership Fellows will be executives in the Omaha business community and they will offer practical leadership training. Potential topics include team building, effective problem solving, stress and time management, leadership communication, strategic thinking, vision, conflict resolution, and interpersonal skills.

Assignment Details: We will schedule these training sessions in the beginning of the spring semester. We plan on offering three different topics and we will present each topic enough times to ensure that all Level 2 participants can complete them. Participants will satisfy the requirements of this assignment when they have attended all three training sessions.

APPENDIX C

Student Comments about the Waite Leadership Scholars Program

Matthew Pinsky, Class of 2001

"The Waite Leadership Scholars Program is an opportunity for students to develop their skills as a leader. Most people have some ability to be a leader, but they need to develop that ability. This program gives you the opportunity to talk with current leaders and figure out what it is they do that makes them such great leaders. This program has also given me the chance to reflect upon my interest in leadership and really think about why I want to take on leadership roles in my career and in my community."

Celeste Finley, Class of 2004

"I joined the program as a freshman because I thought it would be a good way to meet people and learn about leadership. However, by talking with the speakers, completing the assignments, and other activities, I have learned more about leadership than I ever expected. I appreciate the diversity of the program and the fact that much of the responsibility for completing the program is in the hands of the participants. I look forward to next year and the new experiences that will come with Level 3."

Diana Coulton, Class of 2004

"I have found that learning about different styles and methods of leadership has provided me with a strong base to form my own leadership style. Leadership is not something purely academic—it cannot be only studied. It requires firsthand experience and practical use, and this program gives

us the opportunity to develop our own leadership styles by experiencing leadership hands on."

Abby Eaton, Class of 2004

"I feel that this program is extremely beneficial to leadership development because leadership is not being taught, but experienced. We are not sitting in a classroom listening to one professor speak, but reading about leadership, watching it happen, and hearing different perspectives of leadership through different leaders. Leadership is more an applied concept then a learned concept, it's difficult to learn leadership from just one source. This program shows how leadership methods are learned, applied, relearned, and changed."

Brandon Ebert, Class of 2003

"One could read all the books in the world about leadership, but to truly understand what leadership means, you must experience it for yourself. The Waite Leadership Scholars Program allows you to find your definition of leadership and then act on it. It has combined both finding and experiencing leadership in a way that no book or seminar ever could."

Bridget Bazel, Class of 2003

"The Waite Leadership Scholars Program adds great value to the curriculum of Creighton's Business students. What is most impressive about the program is the format in which it is run. Students adopt a sense of personal leadership by completing each assignment within a semester's time. Many of the scholars have big plans for their futures, and it is the Waite Leadership Program that helps make sure their next step is a step in the right direction. I believe that my Creighton experience would not have been complete without the Waite Leadership Scholars Program."

Michael Potthoff, Class of 2003

"The Waite Leadership Scholars Program has taken the complex and difficult process of teaching business leadership and transformed it into a fluid and applicable way to train and teach tomorrow's business leaders about leadership today. The Waite Business Leadership Program not only prepares its participants for business leadership, but also entrusts and enriches their current leadership experience so that they are motivated and eager to make a positive difference in the business world."

Taylor Dieckman, Class of 2004

"The Waite Leadership program has taught me about leadership and helped me improve my leadership skills. In the program, I have been able to listen to different leadership perspectives and see leadership in action.

The self evaluation exercise helped me to see some of the leadership qualities that I already possess and some that I need to work on. The Waite Leadership program has helped me to focus on what I need to do to be a successful business leader."

Megan Hinze, Class of 2004

"The Waite Leadership Scholars Program allows students to study leadership, practice leadership, and ultimately become better leaders in the future. Students who attend Creighton already know that they have leadership capabilities, but the Waite Leadership Scholars Program helps students put those leadership qualities into perspective. This program helps us learn that leadership can be practiced in many different ways and helps us determine our own styles of leadership."

Margarita Dubocq, Class of 2004

"I truly believe that the Waite Leadership Scholars Program is a great addition to Creighton's Business School. In my two years as a leadership scholar I've been able to learn all the different skills that are going to be needed from me in the work place. But, moreover, I've learned which of the skills of a good leader I already have, and which ones I have to develop. I've also learned where my type of leadership will work better, and this will allow me to choose wisely where to look for a job, when the time comes. I'm very excited about my next two years in the Waite Leadership Scholars Program, because they promise to be a great way to practice all of the knowledge that I've acquire in the first two years."

part IV

ASSESSMENT

CHAPTER 10

THE LEADERSHIP ACID TEST

Using Self-Assessment Measures in Teaching Leadership as a Management Competency

James C. Spee
University of Redlands School of Business

SELF-ASSESSMENT MEASURES AND LEADERSHIP SKILLS

The other chapters of this book give details on effective approaches to teaching leadership and training leaders. In this chapter, we examine a different question: How does an instructor know if the participants became better leaders as a result of their education and training? The answer to this question is as complex as the mix of theories faculty use to understand leadership. The increased interest in training leaders, learning about leadership as a competency, and identifying group members with leadership potential has led to a proliferation of leadership measures (Clark & Clark, 1990). In their 1990 volume, Clark and Clark list eight pages of variables, scales, and instruments that various scholars have used to measure leadership. Management, organizational behavior, and leadership textbooks are

Teaching Leadership: Innovative Approaches for the 21st Century, pages 229–257
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full of inventories, scales, and assessments to help learners determine where they stand as leaders, but are they really useful?

It is important to distinguish between assessment as a methodology for determining the outcome of classroom learning from self-assessment as a measure of a distinct competency or skill. Angelo and Cross (1993) define classroom assessment as "an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context specific, and firmly rooted in good practice" (p. 4).

Angelo and Cross (1993) go on to present techniques for assessing

- course-related knowledge and skills;
- learner attitudes, values, and self-awareness; and
- learner reactions to instruction.

In their model, the instructor designs small experiments to check on particular aspects of a course. The use of self-assessments in teaching leadership does not preclude an instructor from using any of the other techniques that Angelo and Cross recommend. It has a fundamental difference, however. The purpose of classroom assessment is to help the instructor determine whether or not a particular teaching approach is effective. The purpose of self-assessment is to help the student determine whether or not his or her self-directed learning has resulted in an improvement of his or her leadership as a personal competency. These two purposes are closely intertwined and easy to confuse since they both feed into each other. Classroom assessment provides instructors with information about what works in the classroom that will help them modify their courses and make them more effective. Self-assessment provides students with information about what works for them as leaders that will help them become more effective outside the classroom. The main overlap between the two types of assessment is in the area of learner self-awareness.[1] Self-assessment may also point out areas of a course that are ineffective, but that is not its primary purpose.

At the University of Redlands, we used self-assessment because we wanted to make our overall program competency based (Spee & Tompkins, 2001). Competency models of education differ from more traditional models of pedagogy. Spady (1977, cited in Kohli, 1979) defines competency-based education as:

- A data-based, adaptive, performance-oriented set of integrated processes
- That facilitate, measure, record, and certify
- Within the context of flexible time parameters

- The demonstration of known, explicitly stated, and agreed-upon learning outcomes
- That reflect successful functioning in life roles (Kohli, 1979, p. 549).

Working back through Spady's definition, the life role we are concerned with in this context is that of leader. The successful functioning in a life role is effective leadership. The time parameter is usually that of a specific term, semester, quarter, or training session. This definition makes it explicitly clear that it may not be possible for every learner to achieve the same outcome in a fixed unit of time. No matter which measure an instructor chooses to "facilitate, measure, record, and certify," some learners will be more advanced than others at the beginning of the process. It is beyond the scope of this chapter to resolve the issue of time versus desired outcomes, but it is imperative that educators recognize this limitation to current models of learning if we are interested in measuring competencies rather than time spent in a learning activity. It is also important to recognize that learners at different levels of development may need very different tools and exercises to improve their skills.

One danger in using self-assessments in teaching leadership is that students will confuse a high score on an assessment with high leadership effectiveness in every situation. The more sophisticated the leadership model an instructor uses, the less likely students will be to mistake a set of attributes that may be effective in one situation with some universal quality of leadership that will be appropriate in every context.

In this chapter, we examine three major aspects of self-assessing leadership as a competency using our experience with three courses at the University of Redlands as a case study. The three courses are called Managerial Assessment and Development, Leadership and Motivation, and The Reflective Manager. In designing our program, we first examined measurement and assessment issues related to self-assessment of leadership as a competency. Next, we evaluated options for data collection and scoring. Third, we analyzed the data in meaningful ways that provide useful feedback both to individual students and to faculty on the education and training program we designed.

MEASUREMENT AND ASSESSMENT ISSUES RELATED TO SELF-ASSESSMENT OF LEADERSHIP AS A COMPETENCY

At the University of Redlands we found several issues arose as we adopted self-assessment measures across our Master of Arts in Management program. Leadership was just one of the competencies we chose to measure before and after the program. In our program, self-assessment takes place

both at the course and program level. Two of the courses mentioned above, Managerial Assessment and Development and The Reflective Manager, are bookends to the core courses in the program. In these courses, students evaluate their personal skills, people management skills, analytical skills, management knowledge, and skills specific to their chosen career path (Spee & Tompkins, 2001). Leadership is one of the social skills students self-assess using a 360-degree review process. I will discuss this process in greater detail later. The third course mentioned above, Leadership and Motivation, is part of the students' core program. In the course students learn about theories of leadership and motivation, apply these theories to a real organization, preferably their own, and work to improve their leadership skills and cross-cultural proficiency.

DEVELOPING LEADERSHIP ASSESSMENT TECHNIQUES

Beginning in July 2001, the University of Redlands Master of Arts in Management program has been assessing student management competencies using a combination of self-assessments and 360-degree reviews. In the 360-degree review process, students complete two surveys themselves, the Emotional Competency Inventory (Boyatzis, Goleman, & Hay Acquisition Company I, 1999) and a strategic thinking assessment developed by the author based on the work of Senge (1994). They also ask their peers, supervisors, and direct reports to complete the same surveys. If they had at least two participants a category, then they receive detailed feedback on that category. If not, the results are lumped into an "others" category for comparison to the "self" score. Students complete several self-assessments, including a Cultural Proficiency Inventory (Lindsey, Robins, & Terrell, 1999) that examines students' use of appropriate techniques for managing cross-cultural relationships, and the Defining Issues Test (Rest, 1979), a measure of moral development.

Students in the program are working adults with at least three years of work experience, although most have been in the workforce five years or more. Some have recently completed their bachelor's degrees while others have been out of school for many years. Students in the program are at the beginning, middle, and end of their careers.

Students use the self-assessment data, including the leadership measure that is part of the Emotional Competency Inventory (ECI), to create a personalized learning plan. If leadership is a competency that a student wants to improve, then he or she includes a set of objectives and actions to improve, including taking the Leadership and Motivation course. At the end of the program, students repeat the assessments as part of The Reflective Manager course. They compare their results to their initial surveys,

reflect on reasons they did or did not improve, and write learning plans for their future development after they complete the degree.

Creating a competency-based program using self-assessments is not for the faint of heart. For a detailed description of the pitfalls and distractions that come with implementing such a program, see McCormick, Tompkins, and Spee (2002). The goals of the program were as follows (Spee & Tompkins, 2001):

1. To build students' management and leadership knowledge and skills.
2. To increase students' awareness of self, their relationship with others, and their knowledge of organizations and their environments.
3. To apply management concepts to a target organization of the student's choosing. (The target organization could be the company where the student is currently employed, an organization where the student volunteers, or an organization for which the student would like to work.)
4. To learn and use Whetten and Cameron's (1999) learning model:
   - Assess skills
   - Learn and analyze theory
   - Apply theory
   - Reassess
5. To demonstrate liberal arts thinking and skills, for example, viewing issues from multiple-perspectives, thinking critically and analytically, and writing at the graduate level (Angelo & Cross, 1993; Ewens, 1979).

As discussed by Spee and Tompkins (2001) these objectives were part of a larger university focus on improved measurement of learning outcomes that is linked to our accreditation with the Western Association of Schools and Colleges. Our faculty has had numerous discussions across disciplines on measurement of learning outcomes. The members of the organizational studies group that designed the Master of Arts in Management had a strong commitment to go beyond classroom assessment by incorporating self-assessments of competency into our program design.

Our reasons were simple. We wanted to incorporate the learning model we had seen Whetten and Cameron use effectively in *Developing Management Skills* (1999). We had seen the powerful effects self-assessments have on students in motivating them to change their behavior by recognizing where their strengths and weaknesses were. In *The Fifth Discipline Fieldbook*, Senge (1994) discusses how enduring change comes from shifts of awareness and sensibilities that lead to changes in attitudes and beliefs that feed changes in skills and capabilities. These must be linked to guiding ideas; to innovations in organizational infrastructure; and to theory, methods, and

tools in order to achieve tangible results. Our classroom provides an infrastructure for learning about theories, methods, and tools. As instructors, we provide guiding ideas. It is the students themselves who must become self-aware, change their attitudes and beliefs, and adopt the methods and tools we recommend if they are to improve their skills and capabilities. We felt that the combination of strong theoretical learning and practical learning was the best way to achieve this kind of enduring change. Self-assessments were one of our tools both for creating awareness and for determining results of our program.

Regardless of which self-assessment tools an instructor chooses, the instruments are most beneficial in helping students to direct their own learning and in gearing the work in the classroom to a level that is appropriate for the skills of the group. If students know that they are weak in a particular area of leadership, they can research that area, practice skills that will lead to improvement, and receive coaching from a mentor on that particular skill. Students and instructors can work together to create meaningful opportunities for improvement both inside and outside the classroom.

Argyris (1993) refers to this type of activity as "double-loop learning" because it goes beyond the connection between consequences and action strategies to examine the governing values that are the "master program" for behavior. A change in behavior results in what Argyris calls "single-loop learning" because it deals only with the behavior and not with the underlying causes of the behavior. In order for the change to last, Argyris argues, the master program must be changed so that people do not continue to engage in the unwanted behavior even though they do not intend to do so.

The major benefit of self-assessment of leadership, especially using 360-degree review techniques, is that it allows students to see the difference between their espoused theories (Argyris, 1993), the way they say a leader *should* behave and their theories-in-use (Argyris, 1993), and the way they actually behave, as perceived by their peers, managers, and direct reports. Knowledge of the gap is the first step in the motivation process that leads to lasting behavioral change through reprogramming the governing values that drive actions, and lead to desired consequences.

Students in our masters program receive the majority of their competency data from the Emotional Competency Inventory. The 20 competencies covered in the ECI are outlined in Table 10.1.

The ECI defines leadership as stimulating enthusiasm and making work exciting and leading by giving direction and by using one's formal authority or positional power (Boyatzis et al., 1999).

Obviously, this definition has some limitations and does not begin to encompass the wider range of leadership theories and definitions that exist. The choice of self-assessment an instructor uses is closely linked to the theory or theories he or she wants to emphasize in his or her course.

Table 10.1. Emotional Competencies (Goleman, 1999)

1	Emotional awareness	Recognizing one's emotions and their effects
2	Accurate self-assessment	Knowing one's strengths and limits
3	Self-confidence	A strong sense of one's self-worth and capabilities
4	Self-control	Keeping disruptive emotions and impulses in check
5	Trustworthiness	Maintaining standards of honesty and integrity
6	Conscientiousness	Taking responsibility for personal performance
7	Adaptability	Flexibility in handling change
8	Achievement orientation	Striving to improve or meeting a standard of excellence
9	Initiative	Readiness to act on opportunities
10	Empathy	Sensing others' feelings and perspectives
11	Organizational awareness	Reading a group's emotional currents and power relationships
12	Service orientation	Anticipating
13	Developing others	Sensing others' development needs and bolstering their abilities
14	Leadership	Inspiring and guiding individuals and groups
15	Influence	Wielding effective tactics for persuasion
16	Communication	Listening openly and sending convincing messages
17	Change catalyst	Initiating or managing change
18	Conflict management	Negotiating and resolving disagreements
19	Building Bonds	Nurturing instrumental relationships
20	Teamwork and collaboration	Working with others toward shared goals; creating group synergy in pursuing collective goals

Since we use emotional intelligence as a framework throughout our program, this was an appropriate choice for us. The 360-degree review component makes the assessment even more powerful because it gives instructors and students multiple observations from which to determine their levels of competency.

Based on our experience, we recommend that instructors choose a competency framework, decide how to assess the competencies, design a method for collecting the data and giving feedback to students, develop protocols for aggregating and analyzing the data, then use the results to evaluate their courses or programs and make modifications.[1]

Even if an instructor does not make changing students' leadership behavior a part of his or her course, he or she can still choose to use self-

assessments to help students benchmark where they are at that particular point in time.

Over 50 years of research on leadership has yielded a wealth of theories. Helping students think critically about existing theories and the latest fads is an important component of our work as educators. Using a variety of assessments will give them the opportunity to compare their scores with their effectiveness in a variety of situations and to recognize that leadership effectiveness has different meanings depending on the theoretical frame an instructor chooses. In our leadership course, our students supplement the data from the ECI with exercises and assessments chosen from Whetten and Cameron (1999) and other sources depending on individual instructor preferences. The leadership literature offers a wide range of self-assessments that instructors can use in designing their courses. The section below shows how these are linked to various leadership models.

RELATIONSHIP BETWEEN AVAILABLE ASSESSMENTS AND EXISTING LEADERSHIP THEORIES

Table 10.2 lists several leadership models, measures designed to be consistent with those models, and information about how each measure is scored. Many of these measures can be found in Northouse (1997). The table lists a theory or set of theories, the measure, a source for the measure, and the type of scores the measure yields.

As mentioned above, we have used some of the Whetten and Cameron measures in our leadership course to supplement data students collected as part of the ECI. One major weakness of these measures is that they do not reflect the latest thinking in leadership theory. Chemers (1997) integrates several models of leadership and motivation to create an integrative model of leadership. Chemers, a student of Fiedler, wanted to expand the contingency model to account for developments in motivation and attribution theory. His model defines several stages to the process of leadership. When individual characteristics of the leader match the demands of the situation, the leader gains confidence and optimism. This leads to the intent to act as a leader. If the leader perceives that he or she will be rewarded for those actions and values the reward, then the leader will act. If the leader's actions match followers' expectations, then he or she gains legitimacy in the eyes of the followers and they in turn take action. If follower actions match the demands of the situation, then followers will be productive, efficient, and effective.

We are still searching for an assessment that would incorporate more aspects of Chemers's model and measure characteristics of the individual leader and the situation; the leader's stress, confidence, and optimism; the

Table 10.2. Measures and Models

Leadership Model	*Instrument*	*Source*	*Scoring*
Trait Theory (Stodgill, 1948)	Leadership Trait Questionnaire (LTQ)	(Northouse, 1997, p. 28)	Simple categorization
Style Approach (Stodgill, 1948)	Style Questionnaire	(Northouse, 1997, p. 49)	Simple interpretation scale for task orientation versus relationship orientation
	LBDQ	(Stodgill, 1963)	Initiation of structure versus consideration
	The Leadership Grid	(Blake & McCanse, 1991)	Five major styles
Situational Approach (Hersey & Blanchard, 1969)	Situational Leadership: A Brief Questionnaire	(Blanchard, Zigrarmi, & Zigrarmi, 1992, p. 5)	Determines leaders' primary and secondary style
Contingency Theory (Fiedler, 1964)	Least Preferred Coworker (LPC) Measure	(Fiedler & Chemers, 1984)	Determines relationship versus task style; assesses situation on three variables
Path–Goal Theory (Evans, 1970)	Path–Goal Leadership Questionnaire	(Northouse, 1997, p. 105)	Gives scores in four different styles: directive, supportive, participative, and achievement-oriented
Leader–Member Exchange Theory (Dansereau, Graen, & Haga, 1975)	LMX 7 Questionnaire	(Graen & Uhl-Bien, 1995)	Can be used as a 360-degree survey; assesses quality of leader–member relationships
Transformational Leadership (Burns, 1978)	Multifactor Leadership Questionnaire	(Bass & Avolio, 1990)	Gives scores for seven factors: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire
Team Leadership Theory (Hackman & Walton, 1986)	Team Excellence Survey	(LaFasto & Larson, 1989)	Individual item scores indicate team strengths and weaknesses
Psychodynamic Approach (Zaleznik, 1977)	Myers–Briggs Type Inventory	(Keirsey & Bates, 1984; Myers & McCaulley, 1985)	Gives ratings along four dimensions: introvert–extrovert, sensing–intuition, thinking–feeling, and judging–perceiving

Table 10.2. Measures and Models (Cont.)

Leadership Model	*Instrument*	*Source*	*Scoring*
Feminist Leadership (Griggs, 1989)	Attitudes Towards Women as Managers (ATWAM) Scale	(Smith, 1997, p. 231)	Higher score indicates negative sex-role stereotypes about women in management
Popular approaches: • Servant leadership (Greenleaf, 1977) • Spiritual–Ethical Orientation (Covey, 1989) • Empowerment of Followers (Block, 1993)	Popular Leadership Approaches Questionnaire	(Bowman, 1997, p. 252)	Allows for discussion of pros and cons of multiple approaches
Kouzes–Posner Model (Kouzes & Posner, 1995)	Leader Practices Inventory—Individual Contributor (LPI-IC)	(Kouzes & Posner, 1997)	Rankings on five practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart
Emotional Intelligence (Goleman, 1999)	Emotional Competence Inventory—University Edition (ECI-U)	*http://ei.haygroup.com/products_and_services/*	Leadership is one of the 20 competencies in the ECI, scored on a scale from 1 to 7; it can be used as a 360-degree review
Various models of power and authority (Whetten & Cameron, 2002)	Gaining Power and Influence	*www.prenhall.com/whetten_dms/chap5_1.html*	Single score compared to quartiles of previous respondents
Various models of influence (Whetten & Cameron, 2002)	Influencing others	*www.prenhall.com/whetten_dms/chap5_2.html*	Scores on three scales: retribution, reciprocity, reason
Various theories of motivation (Whetten & Cameron, 2002)	Diagnosing Poor Performance and Enhancing Motivation	*www.prenhall.com/whetten_dms/chap6_1.html*	Single score compared to maximum and quartiles in existing data
Various theories of motivation (Whetten & Cameron, 2002)	Work Performance Assessment	*www.prenhall.com/whetten_dms/chap6_2.html*	Scores in six areas: 1. Perception; 2. Training; 3. Aptitude; 4. Resources; 5. Expectations; 6. Incentives; 7. Reward salience

leader's motivation to act (based on Expectancy Theory; Atkinson, 1964), the leader's report of satisfaction and success, followers' reports of satisfaction and success, the cultural ideals of the leader and of the followers, the subordinates' needs, their image of the leader, objective demands of the system, the effort of followers, and the productivity and effectiveness of the followers' actions. In Chemers's model, nearly every component of management becomes a measure of leadership.

Chemers (1997) has one of the few models that recognizes the importance of leaders' and followers' cultural assumptions about leadership. He recognizes that the two could be different. If one of their measures of effectiveness includes the ability to lead groups that are from different or mixed cultural backgrounds, then instructors will need to include elements of cultural competence in their desired outcomes as well. One such measure is the Intercultural Development Inventory developed by Hammer (1997). The issues related to cultural competence are parallel to those related to dealing with gender stereotypes.

I have argued that more sophisticated models of leadership reduce the probability that learners will mistake high scores on a leadership assessment with universal effectiveness as a leader. It is obvious from the complexity of Chemers's model that it may be nearly impossible to capture every aspect of leadership in a single measure. Multiple measures may increase accuracy, but they also can become obtrusive, altering the system they try to measure.

CHOOSING MEASURES AS PART OF A LARGER PROGRAM ASSESSMENT GOAL

As mentioned above, the University of Redlands has placed the Leadership and Motivation course in a Master of Arts in Management program that incorporates a wide range of assessments at the beginning and end of the program (Spee & Tompkins, 2001). The backbone of these assessments is the Emotional Competency Inventory, or ECI (Boyatzis et al., 1999).

The full-length ECI uses 110 questions that load into 20 competencies in four general areas: self-awareness, self-management, social awareness, and social skills. Leadership is one of the 20 competencies, falling in the fourth category—social skills. To reiterate, the leadership measure is made up of four ratings:

- Stimulates enthusiasm and makes work exciting.
- Consistently and visibly leads by example and sets a clear standard for teams and colleagues.

- Leads by giving direction and by using one's formal authority or positional power.
- Inspires others to action by articulating a compelling mission or vision (Boyatzis et al., 1999).

Using a 360-degree review process, students complete the ECI themselves and ask their managers, peers, and direct reports to complete the survey as well. This helps them to determine how accurate their self-assessments are across the 20 competencies, including leadership.

In addition to the leadership competency data students in our program receive at the beginning and end of the program, individual instructors use a mix of assessments like the ones listed in Table 10.1 in their sections of the class. Students also write a term paper on a topic assessing leadership, motivation, or cultural competence in an organization they choose and take a short quiz on the theoretical content of the course. The term papers become part of a program portfolio notebook that they turn in at the conclusion of the program.[2]

DATA COLLECTION

Once we have chosen a competency framework based on our preferred leadership theory and determined which measure to use, a new set of decisions awaited us regarding how to collect and score our measures. Many assessments are available in paper-and-pencil form complete with scoring guides and normative data. Some, such as Kouzes and Posner's (1997) LPI-IC, come with software to help them enter and analyze the data. Some assessments, such as the ECI, are available online, but at a cost that may be prohibitive for some students. As noted in Table 10.2, a shorter paper-and-pencil version of the ECI is now available for university use.

At the University of Redlands, we began collecting data from paper surveys, but the number of questionnaires coming quickly outgrew our ability to process them. We asked each student to distribute ECI questionnaires to at least three other participants. Our first 50 students, therefore, generated about 200 surveys. In the summer of 2000, when we started collecting data, I began designing a Web-based data collection system using ColdFusion, a programming language that allows their Web pages to interact with Microsoft Access or any other database that accepts Structured Query Language (SQL) commands. By October, we were able to use the program to enter data from paper surveys. In April 2001, we switched to the Web application and began using paper surveys only for participants who lacked Web access. The Web application was expensive in terms of set-up time, but it immediately reduced the cost of printing and distributing paper surveys

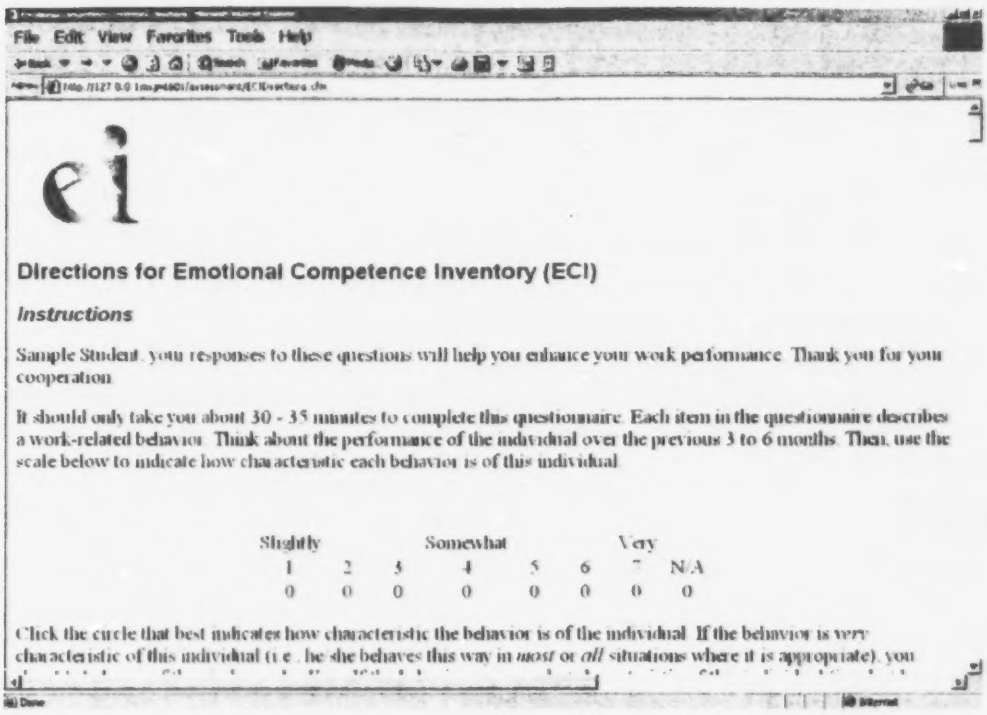
File Edit View Favorites Tools Help
ei
Directions for Emotional Competence Inventory (ECI)
Instructions
Sample Student, your responses to these questions will help you enhance your work performance. Thank you for your cooperation.
It should only take you about 30 - 35 minutes to complete this questionnaire. Each item in the questionnaire describes a work-related behavior. Think about the performance of the individual over the previous 3 to 6 months. Then, use the scale below to indicate how characteristic each behavior is of this individual.
Slightly
Somewhat
Very
1 2 3 4 5 6 7 N/A
0 0 0 0 0 0 0 0
Click the circle that best indicates how characteristic the behavior is of the individual. If the behavior is very characteristic of this individual (i.e., he/she behaves this way in most or all situations where it is appropriate), you

Figure 10.1. Directions for ECI (used by permission).

and the frustration due to materials lost in the mail and slow turnaround on data entry and the limitations on the number of participants due to the fixed number of surveys we distributed. In addition, we eliminated data entry errors that came from transcribing paper surveys and reduced missing data since Web pages can be programmed to send an error message if a respondent fails to answer a question.

Figure 10.1 shows the first screen for the ECI survey. Students reach this page after agreeing to an informed consent statement and clicking on the ECI from an assessment menu page.

After pushing a button at the bottom of the page, students continue through the survey. The survey does not identify which questions are associated with a particular competency. Figure 10.2 shows that four questions are presented at one time.

When the student or other participant completes the last page, the buttons at the bottom change and the program prompts them to submit the survey results. At that point, the ColdFusion server software computes the competencies and stores them in the database. The program protocol prevents the participant from taking the survey again. Students and their managers, peers, and direct reports complete the survey after the student sets up accounts for them in another part of the website.

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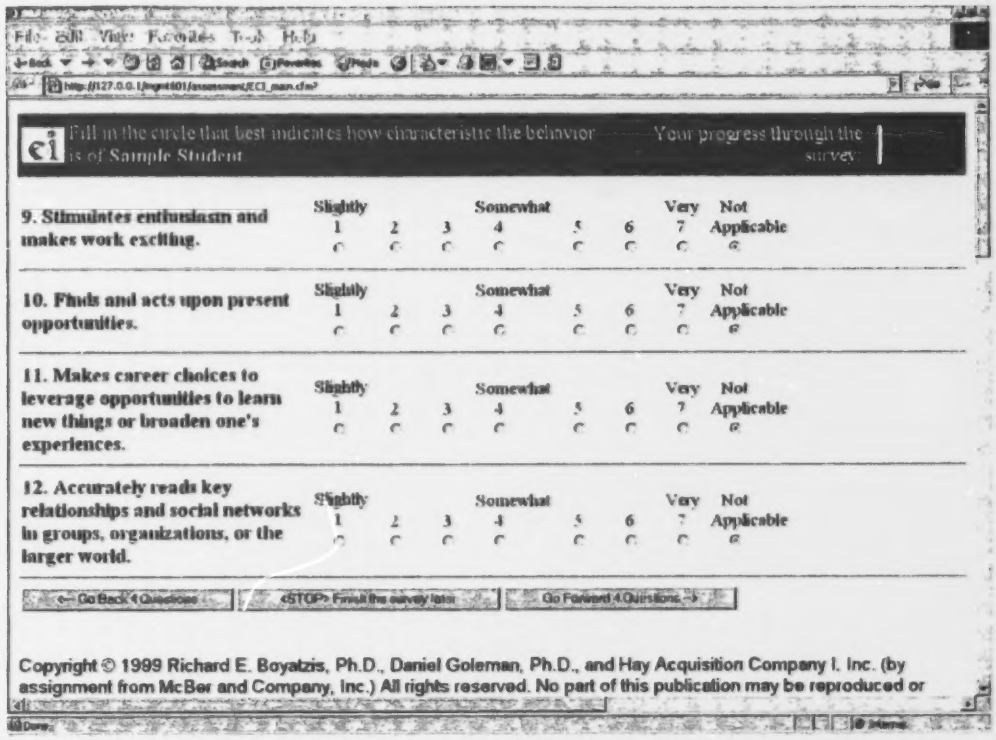
Fill in the circle that best indicates how characteristic the behavior is of Sample Student
Your progress through the survey
9. Stimulates enthusiasm and makes work exciting.
10. Finds and acts upon present opportunities.
11. Makes career choices to leverage opportunities to learn new things or broaden one's experiences.
12. Accurately reads key relationships and social networks in groups, organizations, or the larger world.
Slightly
Somewhat
Very
Not Applicable
1 2 3 4 5 6 7
<-- Go Back 4 Questions
<STOP> Finish the survey later
Go Forward 4 Questions -->
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Figure 10.2. ECI screen (used by permission).

While online data collection has wonderful advantages, it has some drawbacks as well. First is the time and effort necessary to create the online tools. I was fortunate to have space available in my schedule to learn ColdFusion and apply what I had learned to the creation of the survey tools. I had excellent cooperation from the HayMcBer organization, which owns the copyright to the ECI. I also had assistance from our information systems faculty and from our Webmaster. My weaknesses as a programmer and database manager are evident in the design of the tables and program files in the application. The idiosyncrasies of the design and my minimal documentation of the software processes mean that it will be very difficult for someone else to repair bugs if I am not around. At the implementation level, we have had major issues around usernames and passwords because I chose a protocol that was different from the one used by our web mail, campus intranet applications, and our Blackboard site. I have now corrected these disparities, but it is an issue since these systems all have their own passwords and are difficult to integrate with one another.

Another drawback of online data collection arose with our corporate students. When they tried to use the Web surveys from work, several of the ColdFusion routines failed. We learned that their company was still using Netscape 4.3 rather than the newest version of Internet Explorer. ColdFu-

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sion is a Microsoft partner so it functions poorly with Netscape and not at all with earlier versions. Our students could not update the software on their machines because software updates were controlled centrally by the Information Technology department located at another company location. Their calls to technical support at their company went unheeded so they blamed the university, assuming the bugs were at our end.

These issues will arise no matter what Web-based technology an instructor adopts. One alternative is to contract with an outside testing service to handle their data collection. If they use the latest software to build their applications, the vendor may get the same complaints we did unless they force participants to use their approved testing sites, as Educational Testing Service does. Another alternative is to set minimum hardware and software standards for every student in their program. The University of California at Irvine requires students in their MBA program to own a laptop because of their heavy emphasis on information technology. The increased use of Web-based teaching tools in general could make this a necessity even for programs that are heavy on social skills and light on technological focus. The Master of Arts in Management program at the University of Redlands actually uses the technology we teach in our Master of Science in Information Technology program. The graduates of that program are excellent candidates for technical support positions that we will need to create so that we can continue to refine our use of the technology.

NOW THAT YOU HAVE THE DATA, WHAT DO YOU DO WITH IT?

Once an instructor has determined how to collect the data, two new problems arise. The first is how to give meaningful feedback to students based on the data collected. The second is how to use the data in research and program development and improvement.

Presenting Meaningful Feedback to Students

If instructors have chosen simple paper-and-pencil measures, then presenting data back to the students is no problem. Students have their personal data in front of them. If he or she is lucky, the assessment came with norming data that helps them compare their scores to those of others who have taken the assessment. If not, then he or she can norm the class by asking students to report their scores and plotting them in a simple histogram on their whiteboard or overhead projector. If he or she has a data projec-

tor, they could even use their computer to create a data file and a statistics program such as SPSS to calculate descriptive statistics on the group.

The downside to this approach is that an instructor only gets data from one group and cannot continue to grow their normative data by calculating new means and percentile groups as he or she teaches the course in multiple sections over time.

Why is normative data important? It is an important method for increasing students' self-awareness about their strengths and weaknesses. It connects them with the other people who are taking the assessments and helps them determine the specific areas on which they need to work. Boyatzis (1999) argues that it is the discrepancy between a person's real self and ideal self that creates the need to create learning goals that will close the gap. Giving students data to compare themselves against helps them see the discrepancies more clearly, especially if the data is from people they identify as peers.

Our initial printouts gave students only their individual data, nothing to compare themselves to. This made analysis very difficult for them since they had no way of knowing if they rated better or worse than their peers. The ability to compare appears to have a strong effect on their motivation to learn and improve. As I dug deeper into the capabilities of ColdFusion, I learned two things: (1) the newest version allows me to graph their results and (2) in ColdFusion, SQL has commands that can calculate aggregate functions such as means and standard deviations. These two discoveries opened up a whole new avenue for data presentation that will make the results far more useful to our students. The new output format is presented in the Appendix. Note that it provides both tabular and graphic representations of the data. It also gives means and standard deviations for leadership self-ratings, manager ratings, peer ratings, and direct report ratings. These are calculated in real time based on the latest data that is in the system. We do not have to reenter the summary statistics as new data comes in.

Students in the Master of Arts in Management program use the data from their ECI scores to write self-directed learning plans with developmental objectives in several competency areas, including leadership. They take a three-unit course on leadership, motivation, and cultural competence as part of the overall program. In their final course, they take the assessments again and write a reflective essay on what they have learned.

Using the Data in Research and Program Development

Although a driving force behind use of assessments has been useful for student self-assessment, the data collected provide us with a solid foundation for our research on leadership and for program development. One strength of online data collection is that their data stays in the database until he or she is ready to analyze it. We can use the data to validate our

measures. We can also use it to compare pre- and post-scores to see if their training interventions have had any effect.

VALIDATION OF MEASURES-RELIABILITY ANALYSIS

Good research methodology calls for more than sound data collection and feedback methods. It also requires measures of validity and reliability. Fowler (1984) recommends the use of a methodological appendix that includes,

> some information about the reliability and validity of the major measures used in a survey. If the researcher is measuring as subjective state, relevant correlations with other measures should be presented. For measures of factual behaviors, a researcher should report what the methodological literature has to say about how well people report what has been measured. The researcher also should present patterns of association that would help convince the reader that the measures are orderly and measure what they are supposed to measure. (p. 143)

Three hundred and sixty-degree assessments allow instructors to conduct two different types of reliability analysis: between-rater and within-rater reliability. Within-rater reliability looks at the reliability of a measure made up if the questions in their measure are added together to create a single rating. Between-rater reliability looks at the ratings by summing self, manager, peer, and direct report rating into a single measure for each question. In order to maintain a one-to-one relationship between self-scores and other scores, Van Velsor, Taylor, and Leslie (1993) suggest averaging the ratings for each subject.

The data reduction they recommend sounds simple but it required me to take two steps to go from the raw data table as collected to a table that I could analyze. The raw data table had one row for every person who took the ECI survey. One column recorded the student number of the person being evaluated. Another column recorded the relationship of the rater to the student: self, manager, peer, or direct report. The first step was to collapse all manager reports for a given student into a single record, and do the same for peers and direct reports. The second step was to move the manager, peer, and direct report data into the same record as the self-data, creating one record for each subject. This can be accomplished using SQL database commands, within an Excel spreadsheet, or using SPSS data manipulations, depending on their knowledge and proficiency with each. I found that SQL commands worked the best. They allowed me to create a whole new table and easily change the data names to reflect the type of rater.

Table 10.3 presents the descriptive data for the 16 variables after the ratings have been averaged within subject. In other words, if a student had

Table 10.3. Descriptive Data for ECI Leadership Measure

Rating in Scale		*Self Rating*	*Manager Rating*	*Peer Rating*	*Direct Rating*	*Between Rater Scale*
Stimulates enthusiasm and makes work exciting	Mean	5.4132	5.3889	5.44	5.45	22.0244
	Std. deviation	1.20145	1.24097	1.149	1.161	3.0061
	N	190	144	167	112	82
	Alpha coefficient					.5545
Stimulates enthusiasm and makes work exciting	Mean	5.5328	5.5004	5.5867	5.6305	22.5599
	Std. deviation	1.05629	1.18219	1.08486	1.19347	2.7325
	N	188	142	167	111	79
	Alpha coefficient					.4904
Leads by giving direction and by using one's formal authority or positional power.	Mean	4.8176	5.0141	5.0502	5.2517	20.2577
	Std. deviation	1.3263	1.37822	1.29041	1.17897	2.9901
	N	180	134	162	108	71
	Alpha coefficient					.3589
Inspires others to action by articulating a compelling mission or vision.	Mean	5.2464	5.0972	5.414	5.3841	21.4373
	Std. deviation	1.15205	1.26603	1.1552	1.07914	2.6371
	N	188	141	162	111	77
	Alpha coefficient					.2726
Within-rater scales	Mean	21.0120	21.1186	21.4906	21.6350	86.5397
	Std. deviation	3.2442	3.9946	3.4077	3.4805	8.3569
	N	179	132	158	106	62
	Alpha coefficient	0.6258	0.8182	0.7098	0.7504	0.7362

three peer raters, the three ratings were averaged to create a single record for that student before the ratings were averaged over all students. If a student had no peer raters, then the student's record was coded as missing data. The ratings vary from 1 (low) to 7 (high).

The bottom four rows of Table 10.3 show the mean, standard deviation, sample size, and alpha reliability coefficients for the self-scale, the manager scale, the peer scale, and the direct report scale. The measures are not strictly "within-rater" scales since many different managers, peers, and direct reports completed surveys. All of the within-rater reliability scales were well above 50%. The least reliable scale was the Self Rating of Leadership. The most reliable scale was the Manager Rating. The overall scale, made up of all 16 scores, had an alpha coefficient of 0.74.

To investigate between-rater reliability, we created scales that summed the ratings for the same questions across the four rater groups. The descriptive statistics for these scales are shown in the right column of Table 10.3. The alpha coefficients for these scales are much lower, indicating that major differences exist between the raters for all four questions that make up the leadership scale. This is consistent with our expectation that self-ratings are not always accurate. How inaccurate are they? To find out, we went back to the literature on 360-degree reviews.

ANALYZING AGREEMENT GROUPS

Van Velsor and colleagues (1993) advocate analyzing 360-degree data by dividing the sample up into "agreement groups." An agreement group consists of subjects who had scores in the same range above, below, or near the mean for ratings by other raters such as managers, peers, and direct reports. The standard deviations in Table 10.3 were used to determine how close the self-ratings were to the other ratings. Table 10.4 shows the means, standard deviations, and group sizes for the overrater group, the underrater group, and the agreement group comparing self-ratings to manager ratings. The overrater group had self-scores that were more than one-half a standard deviation above the mean for scores for all managers. The underrater group had self-scores that were more than one-half a standard deviation below the mean for all managers. The agreement group had self-scores within plus or minus one-half a standard deviation from the mean for all managers. Note that a student did not need to have a manager rate him or her in order to be placed in one of the groups since the comparison is between self score and the score for all managers. An analysis of variance (ANOVA) test showed significant differences in the means between the three groups for the self-measures at the .001 level of significance. This means that when divided into groups based on comparisons with the over-

all mean for manager ratings, subjects' self ratings in each group were significantly different from those of the other groups. The same test showed that manager ratings of the same subjects were not significantly different across the three groups.

Table 10.4. Self versus Manager Rater Groups

		Sum of Self Measures			*Sum of Manager Measures*		
		N	*Mean*	*Std. Deviation*	*N*	*Mean*	*Std. Deviation*
	Manager underrater group	52	16.9904	2.0922	38	20.0892	3.9996
	Manager agreement group	89	21.6534	1.1431	62	21.7818	3.8905
	Manager overrater group	38	25.0132	1.1536	25	21.2188	4.4286
	Total	179	21.0120	3.2442	125	21.1546	4.0695
ANOVA	F		337.489***			2.0771*	

* Not significant; *** $p < .001$

Table 10.5 shows the same data for self versus peers. The ANOVA test in this case showed significant differences between the groups both for self ratings and for peer ratings. When I looked at the database I noticed that most subjects stayed in the overrater or underrater category across all three comparisons; only a few people right at the boundary moved in or out of

Table 10.5. Self versus Peer Rater Groups

		Sum of Self Measures			*Sum of Peer Measures*		
		N	*Mean*	*Std. Deviation*	*N*	*Mean*	*Std. Deviation*
	Peer underrater group	52	16.9904	2.0922	42	20.51143	3.559069
	Peer agreement group	88	21.6324	1.1322	71	21.50549	3.610090
	Peer overrater group	39	24.9744	1.1639	35	22.44257	2.738791
	Total	179	21.0120	3.2442	148	21.44500	3.458566
ANOVA	F		338.8308***			3.081758*	

* $p < .05$; *** $p < .001$

the agreement group. Note that Table 10.4 shows 89 people in the agreement group while Tables 10.5 and 10.6 both have 88 in that group. This makes for subtle differences in the ANOVA procedure. Nevertheless, Table 10.5 shows that significant differences existed between the means for the underrater, overrater, and agreement groups in both self ratings and peer ratings of the subjects in the sample. Overraters' peer scores were significantly higher than accurate raters' peer scores. Underraters' peer scores were significantly lower than accurate raters' peer scores. This suggests that peer ratings and self ratings were similar.

Table 10.6 shows the data for self versus direct reports. The ANOVA for self ratings gave an identical F score and significance as in Table 10.5 because the rater groups were identical for both peer and direct report comparisons. The difference in means for direct report ratings was not significant, however. In other words, direct report ratings tended toward the same mean regardless of whether subject self reports were too high, too low, or accurate.

Table 10.6. Self versus Direct Report Rater Groups

		Sum of Self Measures			*Sum of Direct Report Measures*		
		N	*Mean*	*Std. Deviation*	*N*	*Mean*	*Std. Deviation*
	Direct report underrater group	52	16.9904	2.0922	28	20.5575	3.532799
	Direct report agreement group	88	21.6324	1.1322	55	21.9760	3.712500
	Direct report overrater group	39	24.9744	1.1639	21	22.4533	2.459600
	Total	179	21.0120	3.2442	104	21.6905	3.490500
ANOVA	F		338.8308***			338.8308*	

*Not significant; ***$p < .001$

This is a lot of analytical work for results that instructors may or may not find interesting. The real power of this analysis comes from comparing the rater group data to other competency variables such as self-awareness and accuracy of self-assessment, or to demographic variables such as gender or ethnicity as Van Velsor and colleagues (1993) recommend. We will also have the opportunity to compare pre-program and post-program data to see what impact our courses had on leadership scores. The advantages of

post-data in program development depend on how valid and reliable the measure is. If instructors find significant differences in their pre-post assessments, then he or she may be able to conclude that their program was a success. What if the measures show a drop in competency? Should that be interpreted to mean that the program was not a success? Possibly, but early feedback from our students suggests otherwise, as is discussed in the following section.

If instructors can correlate the scores with instructors of various sections of their leadership course, they may be able to close the feedback loop even more by seeing which instructors had the most success and using them as role models for others who teach the course. If every instructor has the same results, the faculty can use the data to change their curriculum appropriately.

STUDENT RESPONSES TO LEADERSHIP ASSESSMENTS

Student responses to self-assessment in general and to assessment of leadership competencies in particular differ between the beginning and the end of our program. At the beginning, students tell us, the surveys seemed like busy work. It was hard for them to relate the assessment data to their performance as managers and leaders. They also admitted in their post-program reflective essays that their pre-program scores may have been inflated because they thought they knew what it meant to be a leader. As one early graduate told me, "When I took the ECI at the beginning of the program, I thought I knew what a score of 7 meant, so I gave myself a 6. At the end of the program, I realized that the competencies had many more levels than I had imagined coming in, so I gave myself a 5 based on my new understanding of the scale" (Best, personal communication, July 2001).

Students like the ability to compare their results to those of others. Some have difficulty interpreting the quantitative data, especially if their math skills and analytic skills are weak. Our initial design overestimated our students' ability to analyze their self-assessment data by asking them to do the assessments concurrently with their accelerated core program. We now conduct the assessments as a separate course that students complete during their first six weeks before starting the 10 core knowledge courses.

Within our leadership and motivation course, students have more time to analyze assessment data. They can spend more time interpreting their results and trying out various methods of becoming more effective. The biggest payoff comes when students are able to apply their learning about leadership in their workplace immediately after class. With our working adult population, we have found that satisfaction tends to be highest among students who are already supervisors or managers because they are

in a position to test their skills. For traditional age students, the challenge will be to have students use what they have learned about leadership in their roles as part-time employees in low-level jobs, or as leaders of student organizations and volunteer groups.

USING MEASURES IN TEACHING LEADERSHIP

In this chapter, I have discussed several aspects of measurement and leadership teaching. I reviewed some of the measures that are available and shown how they relate to existing theories of leadership. I pointed out the need for better measures that match the growing sophistication in leadership theory, especially around the issues of cultural differences in ideals of leadership and the need for culturally competent leaders. I reviewed how we used the Emotional Competency Inventory at the University of Redlands to collect data on 20 emotional competencies including leadership. I gave a brief demonstration of how we use online tools to collect ECI data. I discussed the strengths and weaknesses of online tools. From there, I went on to discuss how we feed data back to students for use in personalized learning plans and ways to analyze the data from their measures, especially 360-degree reviews, in pursuit of their research agenda.

The main advantages of using assessments are as follows:

1. They provide students with additional evidence to make them more self-aware of their personal skills as a leader.
2. They assist the instructor in creating in students a sense of cognitive dissonance between the leaders they would like to be and the leaders they currently are capable of being.
3. They provide useful data that leadership scholars can use to test the effectiveness of their teaching methods.
4. They provide insight for students into the complexities of measuring hard-to-define skills such as leadership.

I have argued in this chapter that measurement can be a key component to teaching leadership, as long as we recognize its limitations. The first limitation is that a measure has no meaning until it is taken, but it changes the system it measures. Giving students feedback about their leadership attributes changes those attributes. The second limitation is that students who rate highly as leaders in their current context could assume that their skills are generalizable to every group. They may rate very low in another context. The third limitation is that collecting and analyzing the large bodies of data that consistent use of measures can create requires considerable investment of resources that instructors may not have at their institution.

My personal justification for that use of my time is that it allows me to contribute to the scholarship of teaching and discovery simultaneously (Boyer, 1990). As I learn more about our students and their levels of emotional competence at the beginning and end of our program, I can refine our understanding of what it takes to successfully develop those competencies as an educator. I hope that the experiences I have related in this chapter encourage instructors to do the same.

NOTES

1. Much of the argument presented here for self-assessment of leadership competencies applies to other emotional competencies as well.
2. See McCormick et al., 2002, for more details on implementing competency-based programs.
3. See Spee and Tompkins, 2001, for more information about the design of the Master of Arts in Management program at the University of Redlands.

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APPENDIX

Emotional Competency Inventory Results Details for Leadership

For Sample Student

The results below are the average of the scores on the Emotional Competency Inventory pertaining to Leadership across each participant group. To protect privacy, results are not shown if less than two managers, peers, or direct reports evaluated you. Your data is incorporated in the row titled "Mean of managers', peers', and direct reports' scores." *N* refers to the number of respondents in their data.

The scale varies from 1 (not like me) to 7 (very much like me).

Rater Groups	*Number of responses (their data)*	*Their average leadership score*	*Number of responses (all students)*	*Average score for all students*
Self	N = 1	4.25	N= 91	5.29
Manager	N = 3	4.50	N= 85	5.47
Peers	N = 4	5.94	N= 97	5.59
Direct reports	N = 3	5.33	N= 67	5.55
Mean of managers', peers', and direct reports' scores	N = 10	5.33	N = 104	5.48

Leadership Data Comparison-Self to All Students

How to Read This Table and Chart. The table and chart above compare individual students' self, manager, peer, and direct report scores with those of all other students in the program. To determine if leadership is a strength or weakness for you, you need to know how you compare to the mean scores for all students. Next, we will calculate the difference between their scores and the scores for all other students, the standard deviation for all students' ratings, and compare the two in a ratio.

Leadership

Raters	*Difference*	*Standard deviation for all self raters*	*Ratio of difference to standard deviation*	*Interpretation*
Their self to all students	–1.039	0.748	–1.389	You rated leadership as a weakness compared to other students.
Their manager to all managers	–0.974	1.006	–0.968	Score is close to average for all students.
Their peers to all peers	0.349	0.991	0.352	Score is close to average for all students.
Their direct reports to all direct reports	–0.214	1.050	–0.204	Score is close to average for all students.
Their managers, peers and direct reports to all students' managers, peers, and direct reports	–0.159	1.009	–0.158	Their score is close to the average for all students. Use this score for their final evaluation. Consider it the most reliable.

Ratio of Difference between Student Scores and All Scores to Standard Deviation for All Scores

How to Read This Table and Chart. Look in the interpretation column in the table above. If the ratio of the difference to standard deviation is greater than 1 and positive, then the box reads "Strength."

If the first ratio is greater than 1 and negative, then the box reads "Weakness."

If the ratio is 0, the box reads "No data to interpret."

If the ratio is between –1 and 1, the box reads "Score is close to average for all students." Please note that the fifth ratio is considered to be the most accurate.

Accuracy of Self Assessment for Leadership

In addition to evaluating whether leadership is a strength or weakness for you, you need to consider how accurate you are in assessing their level of strategic thinking. This section of the report compares their self-score to those of all managers, peers, and direct reports. If the difference between their scores and theirs is more than one-half a standard deviation (based on the scores for all students) then you may be an overrater or underrater for leadership. Source: Van Velsor et al. (1993).

Raters	*Difference*	*Standard deviation for all raters*	*Ratio of difference to standard deviation*	*Interpretation*
Their score to all managers' scores	–1.224	1.006	–1.217	You have underrated yourself compared to the average for all managers.
Their score to all peers' scores	–1.339	0.991	–1.350	You have underrated yourself compared to the average for all peers.
Their score to all direct reports' scores	–1.297	0.748	–1.235	You have underrated yourself compared to the average for all direct reports.
Their score to all managers, peers, and direct reports scores	–1.234	1.009	–1.223	You have underrated yourself compared to the average for all other raters.

Accuracy of Self Assessment for Leadership

How to Read This Table and Chart. Look in the interpretation column in the chart above.

If the ratio of the difference to standard deviation is greater than one-half and positive, then the box reads "Overrater." Their self-rating is significantly higher than these raters gave you. Accurate self-assessment for this competency is a weakness.

If the first ratio is greater than one-half and negative, then the box reads "Underrater." Their self-rating is significantly lower than these raters gave you. Accurate self-assessment for this competency is a weakness.

If the ratio is 0, the box reads "No data to interpret."

If the ratio is between –0.5 and +0.5, the box reads, "Their self assessment closely matches those of their other raters." This means their self-assessment of leadership is accurate. Please note that the fourth ratio is considered to be the most reliable.

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